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Occupational
Health and Safety
SCHOOLKIT

For Alberta School
Authorities K-12

Alberta



**WORK SAFE
ALBERTA**

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Introduction and Legislation



Introduction

This *Occupational Health and Safety Schoolkit* is another step toward enhancing the health and safety within school authorities.

This *Schoolkit* supports Section 45(8) of the *Alberta School Act*, which states schools must be safe and healthy environments that foster respectful and responsible behaviours. When staff model safe and healthy behaviour, we promote a culture of safety, which positively affects the entire learning environment.

This *Schoolkit* introduces the *Alberta Occupational Health and Safety Act, Regulation and Code* (OHS legislation) to school authorities, superintendents and system administrators.

The *Schoolkit* describes your roles and responsibilities under the *Act*. It follows the school year, breaking your tasks into six manageable sections.

Each section introduces a task and then offers to-do lists and ready-made messages to help you communicate the importance of occupational health and safety, along with a commitment to make your schools and departments healthy and safe places to work. The *Schoolkit* then provides suggestions about how to carry your health and safety program forward after the first year. It also provides templates and sample forms for you to use.

The *Schoolkit* was developed by an advisory committee with representation from the:

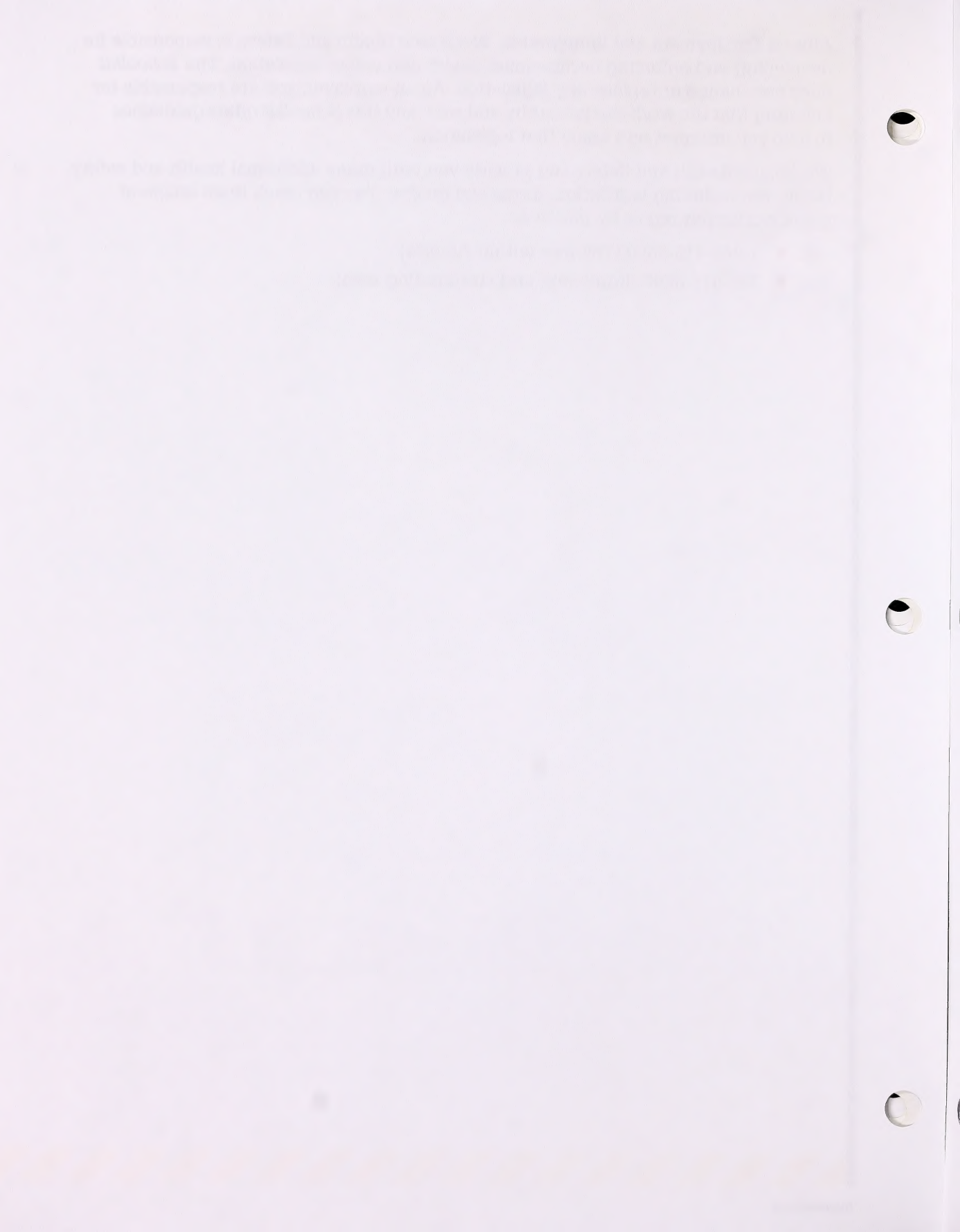
- Association of Independent Schools and Colleges of Alberta
- College of Alberta School Superintendents
- The Association of Alberta Public Charter Schools
- School Plant Officials' Society of Alberta
- Association of School Business Officials of Alberta
- Alberta Employment and Immigration
- Alberta Education
- Alberta School Boards Association

The *Schoolkit* committee would also like to thank Concordia High School, Central Alberta Christian High School, Edmonton Public School Board, Elves Special Needs Society, Living Waters Christian Academy, Londonderry Child Development Society, Parkland School Division, Pembina Hills Regional School Division, Phoenix Academy and the Alberta Municipal Health and Safety Association for sharing their documents and providing invaluable assistance.

Alberta Employment and Immigration, Workplace Health and Safety, is responsible for developing and enforcing occupational health and safety legislation. The *Schoolkit* does not change or replace any legislation. As an employer, you are responsible for ensuring that the work site is healthy and safe, and this *Schoolkit* offers guidelines to help you interpret and apply that legislation.

Workplace Health and Safety can provide you with many additional health and safety resources, including legislation, forms and guides. You can reach them online at www.worksafely.org or by phone at:

- 1-866-415-8690 (Toll-free within Alberta)
- 780-415-8690 (Edmonton and surrounding area)



Legislation

The *Alberta Occupational Health and Safety Act, Regulation and Code* (OHS legislation) exists to protect and promote the health and safety of all workers. You can find a copy of the legislation at www.qp.gov.ab.ca/documents/acts/O02.cfm or through the Alberta Queen's Printer:

Main Floor, Park Plaza
10611-98 Avenue,
Edmonton, AB T5K 2P7
Phone: 780 427-4952
Fax: 780 452-0668

Under the *OHS Act*, your workers include all paid workers, visitors, volunteers, contracted and temporary workers. The OHS legislation applies to all these individuals.

The Workers' Compensation Board (WCB) insures many of the people working in a school. All support staff and custodial staff have WCB coverage. The WCB also covers some teachers, such as those who teach career and technology studies and senior sciences, as well as anyone who performs duties related to the teaching of these courses.

Many teachers, however, do not have WCB coverage. Their coverage is through the Alberta School Employee Benefits Plan or another insurer.

The OHS legislation applies regardless of who the insurer is.

Worker Responsibilities

Employers and workers share responsibility for health and safety.

Workers must follow the occupational health and safety rules and regulations and co-operate with their employer to keep the workplace safe.

Workers have a responsibility to report any health and safety concerns or issues.

All workers must refuse unsafe work, if they have reasonable grounds to believe that the work involves imminent danger to themselves or others. Imminent danger is any workplace condition or practice, which could cause death or serious physical harm. It is an unusual danger that isn't a normal part of the job. If a teacher is required to work with a high-risk student, who has the potential to become extremely violent, that could be imminent danger. However, if the teacher has the training to deal with potentially violent students and the supports are there, he or she is not in imminent danger.

If a competent driver receives a vehicle with faulty brakes, then the driver is in imminent danger. The driver knows how to do his or her job. However, the work conditions are unsafe and could cause death or serious physical harm.

When the situation is unsafe, workers have the right and responsibility to refuse that work and they must inform their supervisor why they are refusing. Workers must also report all work-related pain, injury or illness to their supervisor as soon as possible. Workers cannot be disciplined for complying with the legislation.

Employer Responsibilities

The school authority is the employer. However, the employer can designate a representative, who then becomes the employer.

The school authority designates the superintendent, who in turn designates principals and department managers as representatives. The authority, superintendent or headmaster, principals and managers represent the employer and are responsible for health and safety in the areas they control.

As an employer, you must comply with the OHS legislation. The Act requires you to do everything reasonably practicable to protect the health and safety of your workers. "Reasonably practicable" recognizes that we cannot protect workers from hazards that are yet unknown. During the 1930s, many workers handled asbestos without wearing proper protective equipment. The employers who asked workers to carry out these unsafe practices weren't intentionally endangering anyone's health and safety because, at that time, the danger posed by asbestos was unknown.

The dictionary defines practicable as "capable of being put into practice; feasible." It defines reasonable as "not extreme or excessive." During winter months, colds and flus are common. The best way to protect a teacher's health might be to prohibit all contact with students or to build classrooms where teachers are isolated from the students. These steps may prevent teachers from catching viruses, but they would prevent teachers from doing their jobs effectively. These steps are not reasonably practicable.

As an employer, you must look at what is feasible and reasonable, considering the hazards and the consequences if something goes wrong.

In a court of law, a judge or jury looks at whether the employer exercised due diligence. The best way to exercise due diligence is to comply with OHS legislation. Identify possible workplace hazards and carry out the appropriate corrective action to prevent incidents or injuries.

The court looks at **foreseeability**, **preventability** and the **possibility of control**.

- **Foreseeability** asks if a reasonable person could have foreseen that something could go wrong. Foreseeability does not excuse ignorance. Reasonable employers know about their businesses and about the hazards of operating them. Ignorance is not an adequate defence if others in your industry knew about the hazard.

- **Preventability** asks if there was an opportunity to prevent the injury or incident. The incident was not preventable, if you did everything reasonable to prevent it:
 - identified the hazard
 - put in adequate controls
 - prepared and enforced safe work procedures
 - trained the worker in safe work procedures
 - monitored the work and the worker and
 - corrected unsafe behaviour and conditions
- Preventability also asks if you have a progressive disciplinary policy, which ensures continued compliance with safety policies and procedures.
- The **possibility of control** looks at whether you had any control over the circumstances that resulted in the incident.

Unsafe Work

As an employer, you must advise all workers that they are to refuse unsafe work.

If you have reason to believe that an unsafe or dangerous condition exists, then you must stop the work.

If a worker refuses unsafe work, you must **investigate**, **correct** (if necessary) and **document** the situation.

Incidents

Workers must report work-related injuries and illnesses. If workers are physically injured at work, they must report this to their employer. Workers must report every injury – small or serious. A serious injury and illness is one that requires medical treatment and results in time away from work or a job change.

If a workplace incident or injury occurs, you must immediately:

- **seek** medical attention as required.
- **record** the injury on a first aid form. Workers are entitled to a copy of their first aid record. *See Appendix 16 for a sample form.*
- **report** the situation, if it is serious or could have been serious, to Alberta Employment and Immigration, Workplace Health and Safety.
- **report** the injury or illness (within 72 hours) to the WCB or other insurance provider, when applicable.
- **investigate**, **correct** (if necessary) and **document** the situation, keeping a copy of the report for future review by an occupational health and safety officer. *You can find a sample incident report form in Appendix 13 and a sample incident investigation form in Appendix 14.*

Serious injuries and accidents

Serious injuries and accidents include:

- (a) an injury or accident that results in death
- (b) an injury or accident that results in a worker's being admitted to a hospital for more than two days
- (c) an unplanned or uncontrolled explosion, fire or flood that causes a serious injury or that has the potential of causing a serious injury
- (d) the collapse or upset of a crane, derrick or hoist or
- (e) the collapse or failure of any component of a building or structure necessary for the structural integrity of the building or structure

Managing Occupational Health and Safety Throughout the School Year



August-September

Getting Started

A system-wide occupational health and safety program will protect the health and safety of all your workers. The program starts with you – the school authority – demonstrating your commitment to occupational health and safety. School administrators hear that commitment and then reinforce it within their schools.

After making and declaring your commitment, you will need to provide resources and personnel to help co-ordinate health and safety activities. You may consider creating a joint (employer and worker) health and safety committee, which receives specific occupational health and safety training, and works to identify and eliminate hazards and create a safe work environment. Training for committee members and anyone taking a leadership role in the health and safety program might include:

- > hazard assessment and control
- > workplace inspections
- > incident investigation

Certifying Partners provide this kind of training, along with other health and safety courses. For more information, go to <http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/337.html>.

A health and safety program starts with a policy and procedures document, which declares your commitment to health and safety and describes the roles and responsibilities of the:

- > board
- > superintendent (or equivalent)
- > principals and other senior workers, supervisors and managers
- > workers

You can find a sample health and safety policy and description of responsibilities in Appendix 1.

As the school year starts, new workers and those who have moved into new roles or areas will need a health and safety orientation. In addition, all staff can always use a refresher that focuses on where they are now working. *For more information about worker orientation and training, please refer to Section 4 of the Schoolkit.*

School authorities

1. Communicate your system's commitment to health and safety and make sure everyone knows about it.
2. Establish who is responsible for co-ordinating the various health and safety activities within your school system and ensure they have the support and training to do these activities.
3. Develop (or update) your health and safety policy and procedures document.
4. Post a copy of the policy and procedures document in a public place at each work site, including each school, central office, bus barn and maintenance area.
5. Advise all school and system administrators that they can find a copy of the occupational health and safety legislation at:
<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/295.html>.
6. Advise all school and system administrators where to find your school authority forms and checklists.

School and system administrators

1. Establish a health and safety filing system where you can keep copies of all completed health and safety documentation.
2. Make sure you have the necessary forms. Use the appendices in this document to develop your own forms.
3. Ensure new workers and those changing jobs have received a health and safety orientation. *See Appendix 11 for a sample employee health and safety orientation checklist.*
4. Determine who has current first aid training. Make sure you have enough people trained in first aid and let your staff know who they are. *See Section 6 for more information on training.*
5. Inform workers of the location of first aid and other emergency response equipment, such as fire extinguishers.
6. Establish a process for managing the presence of visitors and contractors at each work site.
7. Inform workers of the requirement to:
 - a. report hazards or unsafe conditions
 - b. report work-related pain, injury or illness
 - c. refuse unsafe work

8. Make sure those workers who are taking a lead role in the health and safety program have training to:
 - a. inspect the work site
 - b. conduct hazard assessment
 - c. investigate incidents

Your Messages

The following messages should help you communicate your commitment to occupational health and safety:

- I am committed to providing a safe and healthy workplace.
- We all share responsibility for health and safety. Your involvement is critical to the success of our program.
- Work-related injuries and illnesses are predictable and preventable.
- We can and need to make health and safety part of our day-to-day activities.
- Our workplace will meet or exceed all applicable health and safety legislation.
- You have the right to know about workplace hazards and the responsibility to refuse unsafe work.
- You have a duty to report hazards, unsafe conditions and work-related injuries and illnesses.

Leadership Matters

School systems can be stressful workplaces. While most literature puts the onus on individuals, showing them how to manage their own stress, system and school administrators can reduce everyone's stress load.

The Frazzled Teacher's Wellness Plan by J. Allen Queen and Patsy S. Queen (Cowin Press 2004) discusses the role of school leaders and gives a list of planning techniques that principals can use to reduce teacher stress.

The list includes:

- Sharing information through newsletters and notice boards—not through more meetings
- Scheduling occasional duty-free lunch periods
- Organizing a first-year teachers' support group
- Minimizing classroom disruption of all kinds
- Planning workday social activities that build morale
- Acknowledging individuals with sincere statements of appreciation
- Banning negative talk in the teachers' lounge

October-November

Assessing Hazards

A hazard is anything that can lead to injury or illness. It can be immediate or develop over time.

Different jobs bring different hazards. Language Arts teachers face different hazards than maintenance crews do. Shop teachers face a unique set of hazards, as do office staff.

Hazards can be physical, chemical, biological, ergonomic or psychosocial. The school environment presents a full range of hazards, from the chemical or biological hazards found in science rooms to the psychosocial stresses that come with a demanding profession. *See the chart on page 16 for examples of these hazards.*

A key part of the health and safety program involves identifying hazards, so we can take the next step, which is to eliminate or control them.

Workplace Health and Safety has developed an e-learning tool to help workers and employers assess hazards. This tool may help you complete your hazard assessments. To review the tool, go to:

<http://employment.alberta.ca/whs/learning/hazard/Hazard.htm>

In 2006, Alberta Education published *Safety in the Science Classroom*. You can find it online at:

www.education.gov.ab.ca/K_12/curriculum/bySubject/science.

Chapters 5, 6 and 7 of *Safety in the Science Classroom* discuss the specific science classroom hazards—biological, mechanical, electrical, sound, rocketry, heat and radiation hazards, along with other hazards associated with equipment and scientific techniques.

You can also find resources for hazard assessment and control from Alberta Corporate Human Resources at:

<http://www.chr.alberta.ca/Practitioners/DocList401.cfm>

STEP 1

The first step is to group workers according to the jobs they do. For example, you may have a custodial and maintenance group, an administrative assistant group and different groups of specialist teachers. You may want to use your organizational chart or staff listing to help identify different work groups. *See Appendices 3 and 4 for sample organizational charts.*

STEP 2

The second step is to identify the tasks for each work group or position. As examples, we start the hazard identification process for a:

- > custodian
- > kindergarten teacher
- > science teacher

STEP 1 Group workers according to their jobs	STEP 2 Identify each group's tasks (partial list provided)
1. Custodian	a) Maintain floors b) Remove garbage and recyclables c) Clean up hazardous spills d) Change and replace lights and ceiling tiles
2. Kindergarten Teacher	a) Update curriculum b) Prepare classroom materials and displays c) Deliver lesson plans
3. Science Teacher	a) Prepare chemical solutions and dispense b) Demonstrate and provide instruction c) Deliver safety instructions and monitor students

STEP 3

The third step is to identify the hazards associated with each group's tasks.

STEP 1 Group workers according to their jobs	STEP 2 Identify each group's tasks (Partial list provided)	STEP 3 Identify the hazards associated with each group's tasks (Partial list provided)
1. Custodian	a) Maintain floors	Chemical exposure to cleaning products, such as strippers, waxes, dust, carbon monoxide from propane machines and asbestos Slips and falls on wet floors Noise and electrical hazards from equipment Physical injury from: • moving heavy items • awkward postures (pushing, pulling, bending wrists) • lifting water buckets improperly • maintaining machines
2. Kindergarten Teacher	a) Update curriculum	Use of computers, Internet and other resources Stress and fatigue from preparing lessons at home or work alone after hours Eye, neck, shoulder, arm and wrist strain from: • prolonged sitting • repetitive motions • awkward postures • poorly designed furniture and workstations Transport bags and boxes of materials from home, vehicles, storage rooms and so on, by hand or cart
3. Science Teacher	a) Prepare chemicals	Acute and chronic exposure to chemicals, solutions and dispense solutions and wastes (acids, bases, solvents, flammables, compressed gases) Cuts from glassware, dissection tools, etc.

STEP 4

The final consideration when assessing hazards is to prioritize them according to:

- > the likelihood of something going wrong
- > the severity of the injuries if it does go wrong

The following guidelines can help you prioritize the identified hazards.

Probability	Definition
1. <i>Not Likely</i>	Unlikely to happen
2. <i>Occasional</i>	Likely to happen once every one to five years
3. <i>Probable</i>	Expected to happen often (once a year or more)

Severity	Definition
1. <i>Marginal</i>	Minor injury or illness which requires some medical aid but does not result in lost time
2. <i>Critical</i>	Lost-time injury
3. <i>Catastrophic</i>	Serious injury or illness, which results in permanent disability, death or extensive property damage

For each hazard, determine the probability that a hazard could occur, then determine the severity of the potential hazard. Consider all the factors that contribute to the degree of risk:

- > work environment (layout, conditions, etc.)
- > worker's capability, skill and experience
- > work systems
- > range of foreseeable conditions

Hazards that could result in critical or catastrophic injuries or illnesses become your number one priority.

STEP 1 Group workers according to their jobs	STEP 2 Identify each group's tasks (Partial list provided)	STEP 3 Identify the hazards associated with each group's tasks <i>Hazard Sources/Types</i>	STEP 4 Assess Risk/Prioritize	
			<i>Probability</i>	<i>Severity</i>
1. Custodian	a) Maintain floors	Chemical exposure to cleaning products, such as strippers, waxes, dust, carbon monoxide from propane machines and asbestos	<i>Probable:</i> Workers will probably be exposed to chemicals	<i>Critical:</i> The exposure could cause lost-time injuries (For example, it could put a worker in the hospital or injure a person so they could not return to work the next day.)
			This would be a high-priority hazard which needs control.	

In addition to conducting proactive hazard assessments, encourage workers to report hazards they discover during their work.

You can find a summary of the hazard assessment and control process in Appendix 2.

School authorities

1. Remind school and system administrators that:
 - a. occupational health and safety is important
 - b. hazard assessment is the first step in controlling hazards and preventing injuries and incidents
 - c. each school or work site should have access to training in workplace hazard assessment and control
 - d. each school and work site must assess the hazards to all workers
2. Ensure hazard assessments are submitted to the appropriate contact, and the system office reviews the assessments.

School and system administrators

1. Identify groups of workers who are performing similar functions.
2. Using sample templates, review or develop a hazard assessment form for each group of workers. *See Appendices 7 and 8 for sample forms.*
3. Conduct or update hazard assessments for each group of workers.
4. Ask workers to participate if possible. If they can't, at least share the results with them.
5. Keep copies of current hazard assessments in the documentation binder.
6. Make sure that workers know how to report any hazards that they come across.

Your Messages

The following messages should help you communicate the importance of identifying hazards:

- > We need to assess our work sites to determine what hazards exist, so we can control those hazards.
- > Work sites contain many different types of hazards. They can be physical, ergonomic, chemical, biological and psychosocial.
- > Once we identify the hazards, we can plan ways to control them and prevent incidents and injuries.
- > Hazards evolve and change, and we must review hazard assessments every year and update them if necessary.

Sample Workplace Hazards

Physical

- Tripping hazards (For example, cables across the floor and poorly maintained floors, driveways and walkways)
- Electricity, including poor wiring, frayed cords
- Falls from elevated platforms, roofs
- Excess noise (For example, in shop or music rooms or from hand tools or compressors)
- Extreme temperatures
- Fire
- Falls from ladders
- Moving machine parts
- Poor housekeeping and clutter in storage areas
- Pressurized systems, such as vessels and boilers
- Vehicles, including forklift trucks, trucks, pavers
- Radiation exposure (ionizing and non-ionizing). (For example, radiation from the sun or microwave oven)

Chemical

- Dusts and fibres (For example, wood dust in carpentry shops, asbestos from a removal project)
- Fumes (For example, from welding or soldering)
- Gases, including compressed oxygen, nitrogen, natural gas
- Liquids, including battery acids, solvents, cleaners
- Mists and vapours (For example, from metal working liquids, pesticides, spray painting operations)

Biological

- Viruses, bacteria moulds, fungi, etc. found in blood and body fluids, food, sewage and contaminated building materials

Ergonomic

- Awkward postures
- Repetitive motions
- Voice strain
- Poor lighting. (For example, poorly lighted workstations which cause eye strain and headaches)
- Vibration from hand tools

Psychosocial

- Stress
- Fatigue
- Working conditions
- Workplace violence
- Impairment
- Incivility

December-January

Controlling Hazards

After completing Section 2, you will have a collection of completed hazard assessments, which describe workplace hazards for each area and group of workers. Ideally we would like to eliminate every hazard. However that isn't always possible. Teaching biology and chemistry involves handling potentially dangerous substances. Maintaining a school involves working on roofs and in confined spaces. At times many of us may need to work alone.

When we can't eliminate a hazard, we try to control it and reduce the risk to an acceptable level. There are several ways to do this. For example we can use engineering controls:

- > a trolley to move materials
- > a fume hood for chemistry experiments
- > guards to cover pinch points on machinery

We can also use administrative controls:

- > train workers to use the equipment safely
- > use protocols and procedures to describe how to manage a hazardous situation
- > vary tasks and limit the time any worker spends on highly repetitive tasks to reduce the risk of musculoskeletal injuries

Finally we can use personal protective equipment, such as safety glasses, respirators or gloves, to reduce the risk and severity of an injury. When we use personal protective equipment, we need to make sure the equipment is well maintained, right for the hazard and fits the worker.

Workers need to:

- > know how to control the hazards properly
- > understand that they must use the controls (It's not an option, and there are consequences for not following the rules)

You can find examples of the different types of controls on *page 20*. *Samples of completed hazard assessment and control forms are found in Appendices 7 and 8*. These forms show how to identify, prioritize and control hazards.

Breaking the Chain

The flu is a biological hazard that we often simply accept. We think it is part of nature and part of working in a school. However, identifying the flu as potential hazard helps us find ways to control it.

As an employer, you can encourage staff to get a flu shot, and you can make the process easy by paying for shots and arranging for workers to receive them at the work site.

During flu season, workers can also help control the hazard, by:

- > Staying at least one metre from students and other workers whenever possible, especially when students and co-workers are coughing and sneezing
- > Limiting equipment sharing with co-workers and students. Keep your pens and art supplies to yourself
- > Wiping hard surfaces, supplies and equipment daily (regular household cleaners are sufficient)
- > Washing hands frequently, and always after coughing, sneezing or using a tissue
- > Thinking before touching your mouth, eyes and nose, so viruses don't spread from your hands
- > Throwing away used tissues
- > Covering your mouth and nose when coughing and sneezing
- > Sneezing and coughing into the crook of your elbow, when you don't have a tissue

Things to do

School authorities

1. Remind school and system administrators that:
 - a. schools have a responsibility to eliminate or control hazards
 - b. supervisors are responsible for ensuring that workers use hazard controls, and workers are responsible for using these controls
2. Ensure that each school and work site documents the hazard controls identified in the assessment and then submits a copy to the system office.

School and system administrators

1. Discuss the types of hazard controls with supervisors and workers.
2. Ask each supervisor to work with staff to:
 - a. determine which controls would eliminate or best control the identified hazards
 - b. develop a job procedure for any job that isn't adequately controlled through other means
3. Ensure hazard controls are implemented.

Your Messages

The following messages should help you communicate the importance of controlling hazards:

- Engineering controls, administrative controls and personal protective equipment help us control hazards.
- We all have a responsibility to use the hazard controls.
- If you think a control won't work, you have an obligation to talk to your supervisor.

Eliminating and Controlling Hazards (listed in order of preference)

Elimination	> Eliminate the need to perform the hazardous task. For example, a library could install Radio Frequency Identification, a wireless scanning system that eliminates the repetitive motion of handling each book and scanning each barcode.
Engineering controls	> Substitute it with something safer. For example, use a less toxic chemical or smaller packages to reduce the weight of items that have to be manually handled. > Isolate the hazard. For example: ■ soundproof barriers to reduce noise levels ■ create an enclosed spray booth for spray painting ■ use remote control systems to operate machinery > Use trolleys or hoists to move heavy loads > Place guards around moving parts of machinery > Provide local exhaust ventilation (e.g. a fume hood or exhaust hose)
Administrative controls	> Safe work procedures > Training and supervision for workers > Regular maintenance of machinery and equipment > Job rotation to reduce exposures > Keeping minimum quantities of chemicals on site
Personal Protective Equipment	> Hard hats > Respirators > Gloves > Ear plugs > Goggles or glasses > Footwear
A combination	> For example, in a swimming pool chlorine room we would use: ■ ventilation to remove chlorine gas ■ procedures to follow when entering the room ■ personal protective equipment, such as a respirator, gloves, apron

February-March

OHS Orientation and Training

Worker orientation and training are an essential part of an effective health and safety program. On the first day of work before they start the job, new workers must learn critical information. Within the first week, they should receive a full health and safety orientation. Workers who deal with any type of hazard must receive training in proper practices and procedures before performing the tasks.

Workers who change jobs need the same orientation and training. They may know the work site, but they are still new to the job.

When a job contains hazards, we must ensure that each worker is competent. OHS legislation states that a competent worker is “adequately qualified, suitably trained and with sufficient experience to safely perform work without supervision or with only a minimum degree of supervision.”

A competent worker has the qualifications, training and experience to do a specific job. A different job will require different competencies. While orientation is general, training is specific to each job. If you are working on a roof, you need to understand the specific hazards and safety procedures. If you are working in a classroom or office, you need to understand those hazards and procedures.

As you start a training program, you need a clear idea of the competencies required for each job. Training needs to be consistent so that everyone doing a job is doing it to the same standards.

School authorities

1. Communicate the importance of health and safety training to system and school administrators. Make sure they understand that any worker who does hazardous work must have adequate qualifications, training and experience.
2. Inform system and school administrators where staff can receive training.
3. Develop a training budget and schedule so all workers will have the ability to develop the competencies they need to do their jobs safely.

School and system administrators

1. Develop an employee health and safety orientation checklist. *See Appendix 11 for a sample checklist.*
2. Develop a competency list for each job category. The hazard assessments could be useful in this process.
3. Determine who has training and who needs training.
4. Ask employees to identify any additional health and safety training they may need.
5. Ask each supervisor to develop a health and safety orientation for his or her area.
6. Ask each supervisor to make sure each staff member gets the training needed to be competent.
7. Determine if anyone at the work site needs specialized training such as Transportation of Dangerous Goods (TDG) training. Workers who ship, transport or receive dangerous goods should have TDG training and renew their certificates every three years.
8. Determine who needs Workplace Hazardous Materials Information System (WHMIS) training. Workers (for example custodial, science and CTS teachers) who work with controlled chemical products require WHMIS training.
9. Keep copies of the training records in the occupational health and safety file.
10. Keep track of training courses that require re-certification (e.g. TDG and First Aid).

Your Messages

The following messages should help you communicate the importance of occupational health and safety training:

- The *Alberta Occupational Health and Safety Act, Regulation and Code* and our system-wide policy and procedures set specific training requirements.
- With education and training, we can keep our workplace safe.
- We must constantly renew and update our training.
- We all need the competencies to do our job safely.

April-May

Inspecting the Workplace

Within the school system, an occupational health and safety program focuses on all work sites—not just the classroom. The entire operation must be healthy and safe.

In Section 2, we looked at different jobs and tasks and tried to identify the hazards for each job. Another important aspect of a health and safety program is inspections. We need to take physical tours to inspect the work site and look at how we do our work. Much like the scheduled maintenance of a vehicle, inspections are routine checks which alert us to potential problems and allow us to spot unsafe conditions and hazards that could lead to injury or illness.

Inspections must be routine and ongoing. How often you inspect depends on the number of potentially acute hazards in the work area. The important thing is to schedule a regular time to complete inspections. For example, you could plan to inspect shop classrooms or science labs every day. Make it a routine and involve students in the inspection. Mechanical rooms or maintenance areas may need monthly inspections, while administrative areas may only need inspections twice a year.

Inspections give us an opportunity to talk to workers and get their input. Inspections work best when they are part of a team effort, which involves the person who works in the area most of the time, a supervisor and someone from outside the area. Team inspections are more complete, because they bring different perspectives. They can also help open lines of communication. You get to know the work site, and workers connect with administrators.

Document these inspections, follow-up and track the completion of action items. *Appendix 12 contains a sample inspection form.*

Things to do

School authorities

1. Develop an inspection checklist (You may want different checklists for different areas). *See Appendix 12 for a sample.*
2. Provide the checklists to all work sites and schools.
3. Remind school and system administrators of the importance of regular work site inspections.
4. Have copies of completed inspection reports submitted to the authority office.

School and system administrators

1. At a staff meeting, ask someone trained in workplace inspections to provide a brief overview of the inspection process.
2. Plan an inspection schedule with staff. Inspect all areas of the school or work site at least twice per year.
3. Take part in inspections, if possible.
4. Ensure the inspections are completed according to your schedule.
5. Review and sign off inspection reports and communicate the results, along with appropriate recognition, recommendations and follow-up actions, to all workers.
6. Keep a copy of all inspection reports in the health and safety file, and submit copies to the school authority office.

Your Messages

The following messages should help you communicate the importance of inspecting the work site:

- Everyone in the school system is a worker and faces occupational health and safety hazards.
- Inspections help us identify what is working well, as well as what needs to change.
- We are all responsible to participate in regular work site inspections.
- Inspections are an opportunity to build teams and open lines of communication.
- Inspections help create a culture of safety.

June

Planning for Emergencies and Incidents

Emergency Response Planning

As your health and safety program strengthens, your school system will see fewer emergencies and incidents. When an emergency does occur, your ability to respond quickly and appropriately will lessen the impact.

Most schools have model emergency response plans for students. Regular fire drills are one example of how schools identify a possible emergency, put a plan in place and then test the plan. A health and safety program addresses response plans for all potential emergencies.

All work sites, including central offices and maintenance areas, must have an emergency response plan for each potential emergency. The plan would describe the necessary steps and who is responsible for each step. In an emergency, the first step is to treat injuries, and your emergency response plan should describe how to respond to injured workers who may require anything from first aid to off-site treatment.

Steps in Emergency Response Planning:

- Identify possible types of emergencies
- Develop a plan to deal with each type
- Provide training (the level of training will depend on the person's role—floor warden training will be different than training for general staff and students)
- Purchase the necessary equipment, including first aid supplies
- Test the plans (e.g. drills)
- Debrief and modify the plans as needed

Types of Emergencies:

Facility: power outages, fires, water line breaks, etc.

Natural and man-made disasters: tornadoes, winter storms, train derailments, etc.

Medical emergency: work-related or student injury, illness, etc.

Violence and threats of violence: bomb threats, intruders, co-worker or student violence, etc.

Incident Investigation

An incident is anything that was not supposed to happen. It might have resulted in an injury or damage, or you might have been lucky and only had a “near miss.”

Section 2 (October and November) discussed hazard assessment. An incident investigation is a hazard assessment that takes place *after* an injury or illness has occurred.

Once the emergency is taken care of, plan to investigate the incident. Investigations involve identifying the actual hazards and answering when, why and how the incident occurred. The purpose is not to assign blame. We want to determine all the causes and identify all the hazards, so we can control or eliminate them and prevent future incidents or emergencies.

The following types of incidents need a complete investigation:

- incidents that result in (or could result in) injuries that require medical aid
- incidents that cause (or could cause) property damage or interrupt any operation or activity
- incidents that must be reported to the WCB, Occupational Health and Safety or other regulatory agency

Your health and safety program should include an incident investigation process. Incident investigation is a skill, and those individuals who have a lead role in your health and safety program should receive specific incident investigation training. All workers must know the procedures for reporting incidents, and those trained in incident investigation will take the lead in conducting the investigation.

The Appendices contain several forms:

Appendix 13–Incident Report Form (This simple form is completed by anyone involved in an incident.)

Appendix 14–Incident Investigation Form (Completed for more serious incidents. The person completing the investigation should receive training.)

Appendix 15–Witness Statement (Completed by anyone who saw or has useful information about the incident.)

Appendix 16–First Aid Form

Appendices 17 and 18–WCB Forms

School authorities

1. Determine the potential emergencies and develop or update emergency plans for each situation.
2. Provide copies of the plans to all district schools and work sites.
3. Ensure your health and safety policy includes incident investigation procedures.
4. Remind school administrators of the importance of incident investigation and follow-up.

School and system administrators

1. Develop or update your emergency plans, so they are ready for the next school year.
2. Make sure your workplace has an appropriate number of workers trained in first aid.
3. Make sure your workplace has an appropriate number of workers trained in incident investigation.
4. Make sure you have adequate first aid supplies.
5. Appoint a person to create and look after a confidential First Aid Records filing system. Keep records for at least three years.
6. Review your first aid and injury response procedures.
7. Review your incident investigation procedures.
8. Schedule fire and security alert drills to test the emergency response plan.
9. Set up a logbook to keep track of all emergency drills and actual response situations.

Your Messages

The following messages should help you communicate the importance of planning for emergencies and incidents.

- > We must have appropriate first aid supplies and workers trained in first aid.
- > Workers need to report all incidents—no matter how minor.
- > We must be prepared to respond to an emergency—from providing first aid to locking down.
- > Supervisors must immediately record every work-related illness or injury on the First Aid Report form (these records are to be kept confidential).
- > We must immediately report all serious injuries to Workplace Health and Safety and the WCB or other insurer.
- > We investigate incidents not to lay blame, but to prevent recurrences.

This *Schoolkit* has taken you through the school year, prompting you to take a systematic approach to introducing an occupational health and safety program.

Year Two could look very similar to your first year. Remember that each new year brings new staff. Although you are familiar with health and safety procedures, for many workers this is a new work site with many unknowns. Returning staff can also deepen their health and safety understanding. The goal is that everyone within your organization continues to increase his or her understanding of occupational health and safety.

Begin every school year by:

- > renewing and reinforcing your commitment to a healthy and safe workplace
- > assessing each work site's orientation and training needs

Use October and November to reassess the hazards. Look for new hazards that have entered the work site. Review your hazard controls during December and January. This is a good time to pull out the hazard assessments and:

- > determine whether the controls are effective
- > update safety procedures as necessary
- > review the controls and procedures with workers during health and safety meetings

In February and March, evaluate your progress and examine your budget to make sure you have the resources for next year's training and other health and safety needs. In the spring, review your inspection schedule and your emergency, first aid and incident investigation procedures.

Possible next steps:

- > track statistics (WCB or other insurance) for work-related injuries and look for trends
- > develop a process for managing contractor health and safety
- > develop a joint health and safety committee
- > work towards obtaining a Certificate of Recognition (go to <http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/277.html> for more information about CORs)
- > incorporate health and safety into other systems, for example:
 - transportation and bussing
 - field trips
 - professional development
 - facility environment issues (e.g. air quality, mould, asbestos, etc.)

Glossary



Glossary

Accident. An unplanned, unfortunate event that results in damage or injury. The term 'accident' suggests these events are out of our control. However, these events are only out of control, because we have failed to introduce proper training, inspections, procedures and hazard controls. A more appropriate term is "incident."

Administrative control. Policies, procedures, safe work practices and training that manage how workers work around hazards. This control method reduces the likelihood and severity of worker injury, but does not eliminate or physically control the hazard. Examples of administrative controls include:

- rotating workers during severe weather conditions
- planning job procedures for jobs which have special hazards
- purchasing tools with safety features
- purchasing less toxic products, etc.

Certifying partner: A designation given to organizations that can assess the quality of health and safety programs and issue Certificates of Recognition (COR).

Certificate of recognition (COR). A certificate which recognizes that an independent auditor has evaluated your health and safety management system and found that it meets a minimum standard. Employers who achieve and maintain valid COR can earn a financial incentive through the Workers' Compensation Board's (WCB) Partners in Injury Reduction (PIR) program. The PIR program is a joint effort between WCB, Workplace Health and Safety and industry partners.

Your health and safety management system should:

- clearly state your policy and management commitment
- identify and analyze work site health and safety hazards
- establish controls that eliminate or reduce the risks from these hazards
- include a work site inspection program
- address worker competency and training
- include emergency response planning, incident investigation and program administration

Disabling injury. Any injury that prevents workers from performing their regular duties. A disabling injury may or may not be a lost-time claim.



Due diligence. The level of judgement, care, prudence, determination and activity that would reasonably be expected under particular circumstances. Applied to occupational health and safety, due diligence means that employers shall take all reasonable precautions to prevent injuries or incidents in the workplace. To exercise due diligence, an employer must implement a plan to identify possible workplace hazards and carry out the appropriate corrective action to prevent incidents or injuries arising from these hazards.

Employees. Any worker, including district workers, temporary workers, volunteers, contracted workers and subcontractors present at the work site.

Employer. Any person who employs one or more workers. Within every Alberta school system, the employer is the school board. The employer can designate a representative, who then acts on the employer's behalf. Section 61 of the *Alberta School Act* allows school boards to delegate authority to a superintendent. The superintendent is the school system's CEO and represents his or her employer. The board also appoints principals, who are responsible for managing the schools.

Engineering control. Provides the highest degree of worker protection, because it eliminates or controls the hazard at its source. Engineering controls are the preferred method for eliminating or controlling hazards. Some examples of engineering controls are:

- installing guards around moving parts
- rollover protection (ROPS) for heavy equipment (e.g. forklift truck)
- providing ventilation equipment to remove toxic vapours

Hazard. Any situation, condition or thing that may endanger the safety or health of workers. A hazard has the potential to cause an injury, illness or loss.

Hazard assessment. A process that looks at what could cause harm to workers at a work site and determines what controls could eliminate or reduce the hazard risk. Formal assessments should occur within each department or when you change a method of operation. An Incident Investigation Report might also make a formal hazard assessment necessary.

Health and safety management system. A process that minimizes the incidence of injury and illness to workers. The process involves identifying, assessing and controlling hazards to workers in all workplace operations. The scope and complexity of a health and safety management system will vary according to the type of workplace and the nature of operations carried out.

Imminent danger. A danger that is not normally present in a job or any dangerous condition that a worker would not normally perform his work in. Workers must refuse to do any jobs they believe would put themselves or co-workers in imminent danger.

Incident. Any unplanned, undesirable event, which resulted in, or could have resulted in, harm to people and damage to equipment or property. The term "incident" is used in a broad sense to include accidents and near incidents.

Incident investigation. The process of systematically gathering and analyzing information about an incident. This is done for the purpose of identifying causes and making recommendations to prevent recurrence. Incident investigations are also done to meet any regulatory requirements regarding incident investigation, report writing or record keeping.

Inspections. A process to observe workplace conditions and activities, and to monitor the effectiveness of hazard controls. Inspections should be documented and completed on a regular basis.

Job procedures. A form of administrative control. Written, step-by-step instructions of how to do a job from start to finish. Job procedures are often used to train new workers and workers who have moved to new jobs. Workers also refer to job procedures when doing complex, unusually hazardous or unfamiliar jobs. A job procedure contains the appropriate safe work practices and highlights safety points.

Joint Health and Safety Committee: Also known as the industrial health and safety committee, joint work site health and safety committee, occupational health committee, workplace safety and health committee or health and safety committee. Consists of labour and management representatives who meet on a regular basis to deal with health and safety issues. Labour representatives bring an in-depth practical knowledge of specific tasks, while management brings a larger overview of company policies and procedures.

Lost-time injury incident. Any incident that disables the worker and results in the worker being absent from work for more than the day of the incident.

Medical aid injury incident. Injury that required medical attention, but allows the injured person to return to the job on the same day of injury.

Minor injury incident. Any injury, even injuries that do not require first aid and do not result in absence from work.

Near miss incident. An incident that could have resulted in an injury, illness or damage, but did not.

Occupational Health and Safety policy. A document that declares your commitment to health and safety and describes everyone's health and safety roles and responsibilities. A health and safety policy is a management statement and not part of your legal school board educational policies.

Personal protective equipment (PPE). Equipment or clothing worn to protect workers from occupational health and safety hazards. As a last resort, workers may need to use PPE to reduce the potentially harmful effects of exposure to a known hazard. PPE is not a substitute for other controls. Rather, it should supplement engineering and administrative controls.

Safe work practices. An administrative control that describes a general way of controlling a hazard. Safe work practices are ways of controlling hazards and doing jobs with a minimum of risk to people and property. For example, you may have a stepladder practice that involves never going on the top two rungs.

Psychosocial hazards. The hazards that affect us psychologically and emotionally and occur between people. Harassment and stress are examples of psychosocial hazards.

Reasonably practicable. Doing everything you can to prevent injury or harm. When you are being reasonably practicable, you are considering how much we know about the risks. It is not reasonable to expect an employer to take steps to prevent hazards that, at the time of an injury, were unknown. If science and industry are not aware of a potential risk, we cannot be expected to be aware of those risks. Reasonably practicable also implies that there is some known way to prevent or control the hazard and that it is financially feasible and would not put the organization out of business. See also **Due diligence**.

School and system administrators. All the individuals who manage the school. These include principals, vice principals, facilities and human resource managers.

Task. A set of related steps that make up a discrete part of a job. Every job is a collection of tasks. For example, answering a phone or entering data into a computer are tasks of an administrative job.

Work site. Any location where workers do their job. Buildings, grounds and vehicles are all examples of work sites.

Workers' Compensation Board. Workers' compensation is a disability insurance system set up under the Alberta *Workers' Compensation Act* that protects both employers and workers against the impact of work injuries. It compensates injured workers for lost income, health care and other costs related to a work related injury. It protects employers from being sued by workers if they are injured on the job. This system brings stability and protection to the workplace by providing coverage at a cost shared by all employers. It also protects employers and workers against the risks and expenses of injury and the uncertainties of litigation. Some school employees are covered by the WCB; while others are covered by another insurance agency, such as the Alberta School Employee Benefits Plan.

Appendices



Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Health and Safety Policy:

(Insert school authority here) is committed to the protection of our employees, contractors, volunteers and the students we serve.

In fulfilling this commitment, the school administration will provide and maintain a safe and healthful work environment in accordance with industry standards and in compliance with legislative requirements, and will strive to eliminate any foreseeable hazards which may result in injury, illness or damage.

We are all responsible for preventing incidents within our facilities and are each expected to comply fully with all applicable health and safety laws, rules and regulations.

Incidents can be prevented through good management in combination with active employee involvement. Participation in the safety and health program is the direct responsibility of all employees. All employees will perform their jobs in compliance with established safe work practices.

The information in this policy does not take precedence over OHS legislation. All employees should be familiar with the *OHS Act, Regulation and Code*. A copy of the legislation is available in every school office.

To ensure that this policy continues to meet our needs, this school authority will review it each year.

Signed:

Superintendent, headmaster or equivalent

School authority

Date

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Responsibilities:

Everyone within the operations of the (*insert school authority here*) has responsibilities to help create and maintain a safe working environment for themselves and others. Clear expectations are necessary to ensure that everyone is aware of their rights and obligations. This will enable the (*insert school authority here*)'s health safety management system to operate effectively.

Everyone has the right to work in a safe and healthy environment.

Therefore, the (*insert school authority here*) will clearly describe the roles and responsibilities of all levels within the operations, including the Board or Authority, Management (Principal or System Administrators), workers, volunteers, contractors and students.

These expectations will be a condition of employment and must be followed.

Board or Authority Responsibilities:

- > Provide a safe workplace
- > Inform all employees of their OHS rights and obligations
- > Ensure that the health and safety program is created, operating and maintained as intended by actively overseeing, participating in and maintaining control of the program
- > Establish policies and procedures for the health and safety management system
- > Ensure adequate resources are available to successfully build and implement this system

APPENDIX 1: *Sample Occupational Health and Safety Policy and Responsibilities Statement*

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Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Principals and System Administrator Responsibilities:

- > Implement a health and safety program in their facilities
- > Inform all employees of their OHS rights and obligations
- > Inform employees of any hazards specific to their location or nature of their work
- > Ensure all employees perform their duties in accordance with applicable legislation
- > Ensure all employees are aware of and comply with all aspects of the health and safety program
- > Ensure all employees are competent by continuously providing adequate and necessary training in a timely manner
- > Regularly inspect and correct substandard conditions
- > Ensure all incidents and near misses are reported and investigated
- > Ensure proper maintenance of equipment and tools
- > Ensure all contractors and workers are aware of (*insert school authority here*)'s expectations
- > Identify troubled or impaired workers and ensure they are looked after appropriately

Worker Responsibilities:

- > Know and follow all aspects of the health and safety program
- > Report all incidents, near misses, injuries, unsafe acts or conditions and infractions, no matter how small
- > Wear all personal protective equipment required by safe job procedures, regulations or policies
- > Take every reasonable precaution to ensure the safety of yourself, other workers and students
- > Refuse to perform work when unsafe conditions exist or when not properly trained to do the job, in accordance with Section 35 of the *OHS Act*
- > Know the locations and operations of the emergency safety equipment
- > Be familiar with emergency response protocol

APPENDIX 1: **Sample Occupational Health and Safety Policy and Responsibilities Statement**

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 Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Contractor Responsibilities:

- > Present proof of good standing with the Workers' Compensation Board of Alberta and provide proof of insurance before working on any (*insert school authority here*) job location
- > Follow all aspects of (*insert school authority here*)'s health and safety program
- > Take work hazards seriously and protect yourself and others from danger
- > Report all hazards, near misses, injuries or incidents that occur while working at a (*insert school authority here*) facility
- > Comply with all legislated requirements pertaining to your scope of work

Visitors, Parents, Guests and Volunteer Responsibilities:

- > Report to the main office prior to entering the facility
- > Wear personal protective equipment when required and follow the instructions and rules of the location
- > Provide all clearances required for the position

Key Legislation Requirements:

Obligations of employers, workers, etc.:

- 2(1) Every employer shall ensure, as far as it is reasonably practicable for the employer to do so,
 - (a) the health and safety of
 - (i) workers engaged in the work of that employer, and
 - (ii) those workers not engaged in the work of that employer but present at the worksite at which that work is being carried out, and
 - (b) that the workers engaged in the work of that employer are aware of their responsibilities and duties under this *Act*, the regulations and the adopted code
- (2) Every worker shall, while engaged in an occupation,
 - (a) take reasonable care to protect the health and safety of the worker and of other workers present while the worker is working, and
 - (b) co-operate with the worker's employer for the purposes of protecting the health and safety of
 - (i) the worker,
 - (ii) other workers engaged in the work of the employer, and
 - (iii) other workers not engaged in the work of that employer but present at the work site at which that work is being carried out

 Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

- (3) Every supplier shall ensure, as far as it is reasonably practicable for the supplier to do so, that any tool, appliance or equipment that the supplier supplies is in safe operating condition.
- (4) Every supplier shall ensure that any tool, appliance, equipment, designated substance or hazardous material that the supplier supplies complies with this *Act*, the regulations and the adopted code.
- (5) Every contractor who directs the activities of an employer involved in work at a work site shall ensure, as far as it is reasonably practicable to do so, that the employer complies with this *Act*, the regulations and the adopted code in respect of that work site.

Prime contractor:

- 3(1) Every work site must have a prime contractor if there are two or more employers involved in work at the work site at the same time
- (2) The prime contractor for a work site is
 - (a) the contractor, employer or other person who enters into an agreement with the owner of the work site to be the prime contractor, or
 - (b) if no agreement has been made or if no agreement is in force, the owner of the work site.
- (3) If a work site is required to have a prime contractor under subsection (1), the prime contractor shall ensure, as far as it is reasonably practicable to do so, that this *Act* and the regulations are complied with in respect of the work site.
- (4) One of the ways in which a prime contractor of a work site may meet the obligation under subsection (3) is for the prime contractor to do everything that is reasonably practicable to establish and maintain a system or process that will ensure compliance with this *Act* and the regulations in respect of the work site.

Multiple obligations:

- 4(1) In this section, “function” means the function of prime contractor, contractor, employer, supplier or worker.
- (2) If a person has two or more functions under this *Act* in respect of one work site, the person must meet the obligations of each function.

Refusal of unsafe work:

All workers have a legislated responsibility and an obligation to refuse unsafe work. “Unsafe Work” is defined as a task that is not normal for that occupation and/or a danger that would not normally be present as a part of the tasks that a person in that occupation has been deemed “competent” to perform (see 35(2) below).

APPENDIX 1: *Sample Occupational Health and Safety Policy and Responsibilities Statement*

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Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Existence of imminent danger:

35(1) No worker shall

- (a) carry out any work if, on reasonable and probable grounds, the worker believes that there exists an imminent danger to the health or safety of that worker,
- (b) carry out any work if, on reasonable and probable grounds, the worker believes that it will cause to exist an imminent danger to the health or safety of that worker or another worker present at the work site, or
- (c) operate any tool, appliance or equipment if, on reasonable and probable grounds, the worker believes that it will cause to exist an imminent danger to the health or safety of that worker or another worker present at the work site.

(2) In this section, “imminent danger” means in relation to any occupation

- (a) a danger that is not normal for that occupation, or
- (b) a danger under which a person engaged in that occupation would not normally carry out the person’s work.

(3) A worker who

- (a) refuses to carry out work, or
- (b) refuses to operate a tool, appliance or equipment

pursuant to subsection (1) shall, as soon as practicable, notify the worker’s employer at the work site of the worker’s refusal and the reason for the worker’s refusal.

(4) On being notified under subsection (3), the employer shall

- (a) investigate and take action to eliminate the imminent danger,
- (b) ensure that no worker is assigned to use or operate the tool, appliance or equipment or to perform the work for which a worker has made a notification under subsection (3), unless
 - (i) the worker to be so assigned is not exposed to imminent danger, or
 - (ii) the imminent danger has been eliminated,
- (c) prepare a written record of the worker’s notification, the investigation and action taken, and
- (d) give the worker who gave the notification a copy of the record described in clause (c).

(5) The employer may require a worker who has given notification under subsection (3) to remain at the work site and may assign the worker temporarily to other work assignments that the worker is reasonably capable of performing.

**APPENDIX 1: Sample Occupational Health and Safety Policy
and Responsibilities Statement**

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Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

- (6) A temporary assignment under subsection (5), if there is no loss in pay, is not disciplinary action for the purposes of section 36.
- (7) If a worker who receives a record under subsection (4)(d) is of the opinion that an imminent danger still exists, the worker may file a complaint with an officer.
- (8) An officer who receives a complaint under subsection (7) shall prepare a written record of the worker's complaint, the investigation and the action taken and shall give the worker and the employer a copy of the record.
- (9) A worker or an employer who receives a record under subsection (8) may request a review of the matter by the Council by serving a notice of appeal on a Director of Inspection within 30 days from the date of receipt of the record.
- (10) After considering the matter, the Council may by order
 - (a) dismiss the request for a review, or
 - (b) require the employer to eliminate the imminent danger.

APPENDIX 2: Hazard Assessment and Control Process

1. Identify Work Groups

Describe the type of work carried out in the work site and segregate working groups where possible.

2. Identify Tasks (work inventory) for Each Group

List the work-related activities in each work group.

3. Identify Hazards for Each Task

Assess the hazards for each task/work-related activity.

- Consider associated people, equipment, tools, chemicals and materials.
- Consider all psychosocial, ergonomic, physical, chemical and biological hazards.

4. Assess the Risk Associated with Each Hazard

Evaluate the risk factors of each hazard including the probability and severity.

5. Eliminate Hazards

Starting with the higher-risk hazards, eliminate hazards whenever it is reasonably practicable to do so.

6. Identify and Develop Hazard Controls

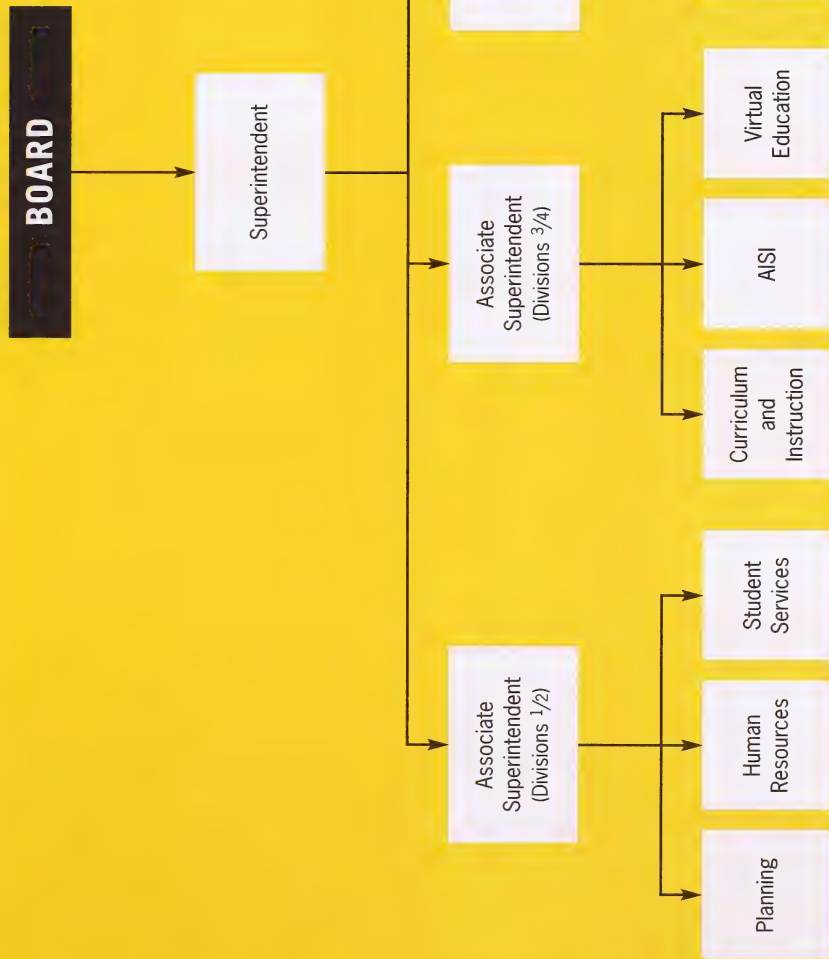
Identify controls for the hazards that cannot be eliminated in the following order:

- Engineering Controls
- Administrative Controls
- Personal Protective Equipment

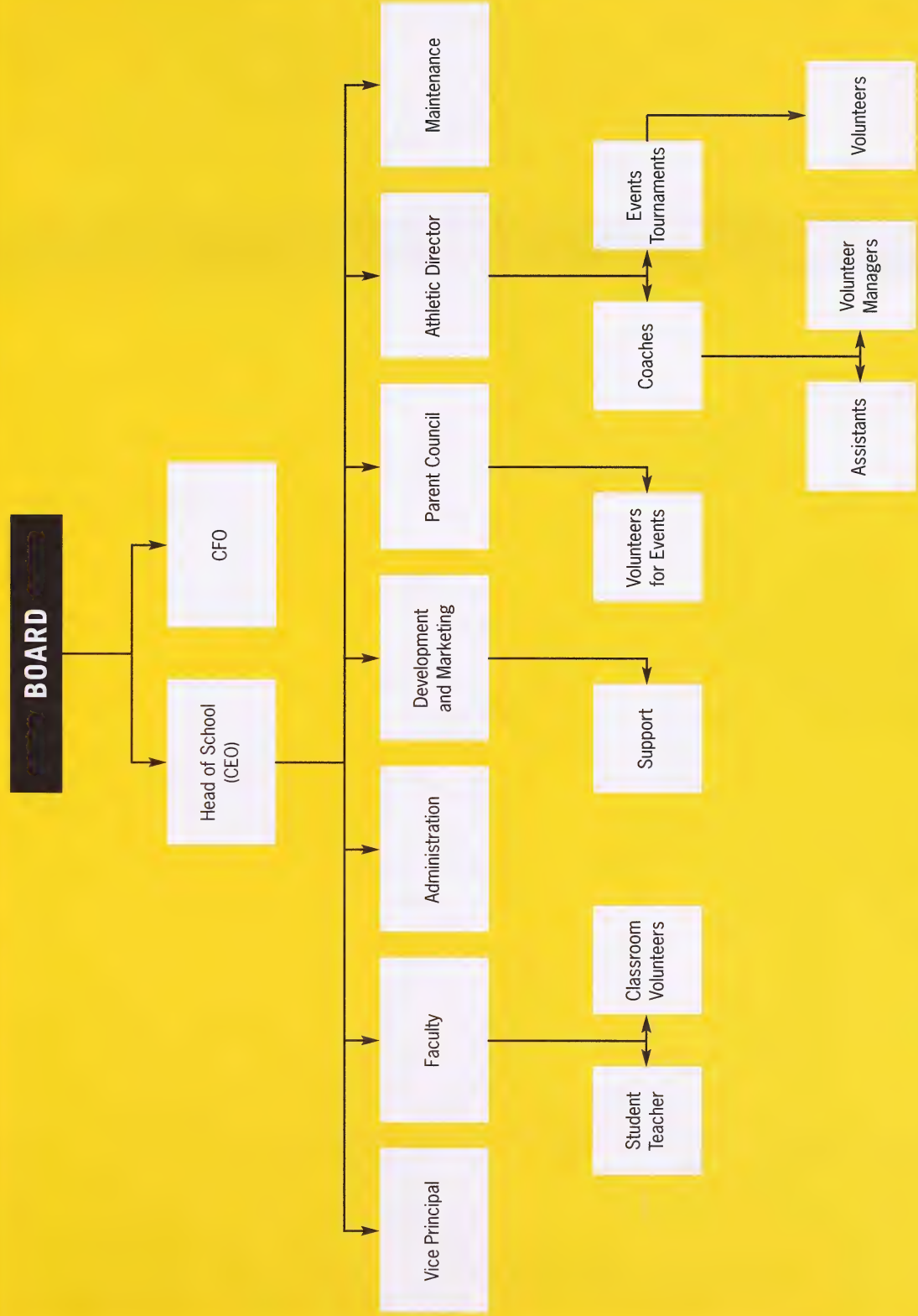
7. Implement Hazard Controls and Follow-up

- Put the controls in place to reduce the risk of each hazard to a level as low as reasonably achievable. Provide training and coaching in the use of the controls and communicate control measures to affected employees.
- Conduct regular work site inspections; monitor controls.
- Investigate incidents and determine if controls are working.

APPENDIX 3: Sample Organizational Chart – Larger Jurisdiction



APPENDIX 4: Sample Organizational Chart – Independent School



APPENDIX 5: *Sample Job Inventory*

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

PREPARED BY:	DATE:
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DEPARTMENT: _____[illegible]

APPENDIX 6: Sample Custodian Work Inventory

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

LOCATION:

DATE:

TYPE OF WORK: CUSTODIAN

1.	Maintain floor and carpets
2.	Remove garbage and recyclables
3.	Pressure wash walls and furniture
4.	Clean and disinfect washrooms
5.	Clean up hazardous spills, such as blood or body fluids, mouse or bird droppings and chemicals
6.	Perform general cleaning of desks, walls, chalk or whiteboards, windows or glass etc.
7.	Change or replace lights and ceiling tiles
8.	Move furniture and equipment
9.	Work on rooftops to check vents, retrieve balls, adjust flags, change security lights
10.	Inspect and clean up buildings and grounds
11.	Cut grass and maintain flower beds
12.	Remove snow or ice and sand walkways
13.	Perform routine maintenance and repair power equipment
14.	Perform boiler water testing, treat boiler water, relight pilots
15.	Monitor condition of building materials
16.	Lubricate fan motor or bearings and replace filters
17.	Prepare (take down) boilers for inspection
18.	Conduct security checks and unlock or lock building
19.	Assist in budget planning, prepare cleaning schedules, perform appraisals
20.	Supervise or train custodial staff
21.	Order stock and maintain custodial supplies
22.	Obtain MSDS updates and label chemicals for WHMIS compliance
23.	Prepare or monitor maintenance service requests
24.	Monitor or assist with community use of building
25.	Liaise with rental groups, facilities staff, contractors, regulatory agencies (e.g. fire or health inspectors)
26.	Receive or pick up supplies using personal vehicle and stock items
27.	Set up or dismantle stage equipment, move gym floor mats or tarps and desks or chairs for exams or special events
28.	Change filters and dust collectors

APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.				ASSESSMENT BY:		DATE COMPLETED:		
STAFF GROUP: Head Custodian or Custodian										
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4		
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types	Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls			
Type of Work	Related Tasks or Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial	A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place YES NO	Comments Corrective Action
Cleaning or Building Maintenance	Floor maintenance: sweep, wet mop, strip, wax, scrub, burnish and buff floors	Brooms, mops, buckets, heavy floor machines, scrapers Chemical exposure to cleaning products, strippers, waxes, dust, carbon monoxide from propane machines and asbestos from asbestos containing materials Slips or falls on wet floors Noise and electrical hazards from equipment Physical injury (sprains or sprains) from: - moving heavy items or furniture - awkward postures (bending, twisting, pushing, pulling, bending wrists, kneeling on hard floors) - lifting water buckets into sinks or floor drains - working with improperly maintained machines	4	3	3	36	High	Provide properly designed or maintained equipment and tools Avoid pressing handles into palms Avoid twisting or bending motions Supply enough machines per wing or floor to reduce carrying or lifting distances Supply carts and dollies Use approved personal protective equipment (e.g. gloves, chemical cartridge respirator, dust masks, eye, foot and hearing protection)		
	Maintain floors: sweep, wet mop, strip, wax, scrub, burnish and buff floors		4	3	4	48	High	Current Material Safety Data Sheets (MSDS) on site for all chemicals Site working alone protocol in place WHMIS Supplier and Workplace labels in place WHMIS and TDG training Asbestos Awareness Training Asbestos Safe Work Procedures on site Hazardous Materials Management Project (HMMF) Asbestos Survey report on site and up to date Certification for Propane Burnishing (if applicable)		

APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.				ASSESSMENT BY:		DATE COMPLETED:			
STAFF GROUP: Head Custodian or Custodian											
STEP 1 ¹		STEP 2 ²				STEP 3				STEP 4	
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls			
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial	A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place		Corrective Action
									YES	NO	
Cleaning or Building Maintenance	Maintain carpets: clean or vacuum; spot cleaning	Use extractors, bonnet machines, lifting furniture, vacuum bags, upright, canister or backpack vacuums Awkward postures (bending, twisting, pushing, pulling, reaching), repetitive motions, exposure to dust or moulds, noise	4	3	3	36	High	Alternate with other tasks to use different muscle groups Take mini rest pauses or stretch breaks between strenuous tasks Use district carpet cleaning service			
	Remove garbage and recyclables	Strains or sprains carrying bags and lifting out of carts or cans and into dumpsters, awkward postures (e.g. stooping, kneeling, reaching over shoulder; lifting heavy lids), slips or falls on ice or uneven surfaces, physical injury to hands or fingers if lid falls	4	3	3	36	High	Safe work procedures for lifting or handling loads Provide mechanical aids for transporting loads (e.g. carts and dollies)			
	Pressure wash walls and furniture	Pressure washer; chemical exposure to strong chemicals or degreasers, eye, skin injuries from high pressure	1	3	4	12	Med	Respirator; gloves, eye protection			
	Clean or disinfect washrooms	Chemical disinfectants, acid bowl cleaners, glass cleaners, scrapers, blood or body fluids, slips or falls, poor ventilation, muscle strain from bent wrists, twisted forearms from hand wringing, forceful scrubbing	4	3	4	48	High	Remove acid bowl cleaners on site (if applicable) or safe work procedure Appropriate protective equipment available and worn			
	Hazardous spill clean up (e.g. blood or body fluids, mouse or bird droppings, chemicals etc.)	Exposure to hazardous chemicals, bacteria, viruses	1	2	4	8	Low	Procedures for handling blood and body fluids and hanta virus on site Blood Borne Pathogens Training			



APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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STEP 1 ¹		STEP 2 ²		STEP 3					STEP 4			
SCHOOL OR WORK SITE: STAFF GROUP: Head Custodian or Custodian		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards					Identify and Implement Hazard Controls	
									Engineering Controls ³ Administrative Controls ⁴ Personal Protective Equipment ⁵		Corrective Action	
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People	Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial	A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place	Comments	
										YES	NO	
Cleaning or Building Maintenance	General cleaning: desks, walls, chalk or whiteboards, windows or glass etc.	Whiteboard cleaners, neutral and glass cleaners	Awkward postures, repetitive motions	4	3	3	36	High	Whiteboard cleaning guidelines on site			
	Change or replace lights, ceiling tiles	Glass cleaning may involve working from heights or ladders		2	2	4	16	Med	Ladder safety guidelines on site			
	Move furniture and equipment	Asbestos, working from heights, ladders, gen-lifts		4	3	3	36	High	Safe procedures for working from heights including procedure for rooftop work			
	Work on rooftops: vent checks, ball retrieval, flag adjustments, changing security lights	Risk of electrocution		3	2	4	24	Med	Adequate foot protection worn Use strategies to minimize loads and frequency of manual handling (e.g. provide carts and dollies)			
Maintain Building or Grounds	Building or grounds inspections, clean up	Falls from heights or ladders or rooftops Slips or falls on ice or snow Awkward access and egress—fixed ladders or roof hatches Awkward postures carrying equipment up ladders		3	2	4	24	Med	Follow working alone procedures Establish check in protocol with office Implement safe work procedures for working from heights			
		Needles, condoms, broken glass Cuts or lacerations, blood or body fluids Bitten by stray animals, insects Encounters with threatening strangers		3	1	4	12	Low	Appropriate protective equipment available and used Guidelines for blood borne diseases Blood Borne Pathogens Training Follow working alone protocol			

ASSESSMENT BY:

DATE COMPLETED:



APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.					ASSESSMENT BY:		DATE COMPLETED:		
STAFF GROUP: Head Custodian or Custodian											
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4			
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls			
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place	Comments
										YES	NO
Maintain Building or Grounds	Grass cutting, maintain flower beds	Lawn mower, noise exposure pesticides, sun exposure, insects, stooping, bending, kneeling Hand or foot hazards from contact with moving parts		2	2	4	16	Med	Safe operating procedure for lawnmowers Gasoline stored outdoors in approved shed and approved metal containers Written procedures for dispensing gasoline		
	Winter snow or ice removal, sanding walkways	Shovels, snow blowers, heavy snow, flammable materials Heavy repetitive lifting, bending or awkward postures Pushing, pulling equipment over uneven terrain Physical injury from flying debris, moving machinery parts Fatigue and time constraints, slips or falls, noise		3	3	4	36	Med	Follow snow shoveling and snow blower guidelines		
	Routine maintenance on power equipment or initiate repairs	Snow blowers, burnishers, lawn mowers, contact with moving parts		1	2	4	8	Low	Send to Facilities Maintenance for repairs		
Maintain Physical Plant	Perform boiler water testing, treat boiler water, relight pilots	Caustic or corrosive chemicals, burns, high temperatures, asbestos, noise, confined spaces, fire or explosions		4	2	4	32	High	Wear personal protective equipment		
	Monitor condition of building materials	Exposure to asbestos, mould, confined spaces		3	1	3	9	Low	Asbestos Awareness Training Asbestos safe work procedures on site Current Asbestos Building Survey Report on site and up to date		

APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.					ASSESSMENT BY:		DATE COMPLETED:		
STAFF GROUP: Head Custodian or Custodian											
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4			
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls			
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Engineering Controls ³ Administrative Controls ⁴ Personal Protective Equipment ⁵	In Place	Corrective Action
										YES	NO
Physical Plant	Lubricate fan motor or bearings and replace filters	Moving parts, confined spaces, dust, work from heights, ladders vacuums, brushes filters, cuts, trips or falls		1	2	4	8	Low	Confined Space Code of Practice		
	Prepare (take down) boilers for inspection	Ladders, heights, dust, confined spaces, superheated water, asbestos		1	3	4	12	Med	Safe work practice for steam boilers on site		
Security	Conduct security checks, unlock or lock building Check security and fire safety alarm systems	Intruders, violent encounters, slips or falls Walking around the building, inside and outside checks, exposure to elements if outside		4	3	4	48	High	Written working alone procedures for work site in place Security checks done from inside the building Communication system in place in the event of an emergency		
Administrative	Assist in budget planning, prepare cleaning schedules, performance appraisals	Stress associated with work demands		1	1	1	1	Low	Employee Assistance Program		
	Supervise or train custodial staff	Use of a computer, stairs system, telephone		1	2	4	8	Low			
	Order stock, maintain custodial supplies	Use of computer and telephone to get new MSDS Possible exposure to chemicals		1	1	1	1	Low			
	Obtain MSDS updates, Label chemicals for WHMIS compliance	Computers, STARS		3	1	1	3	Low			

APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.					ASSESSMENT BY:		DATE COMPLETED:		
STAFF GROUP: Head Custodian or Custodian											
STEP 1 ¹		STEP 2 ²				STEP 3				STEP 4	
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls			
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place YES NO	Comments Corrective Action
Other	Monitor or assist with community use of building	After hours or weekend work		2	1	1	2	Low			
	Liaise with rental groups, facilities staff, contractors, regulatory agencies (e.g. fire or health inspectors)	Building tours, walking, speaking, possible language barriers		3	1	1	3	Low			
	Receive or pick up supplies using personal vehicle, stocking items	Cleaning or boiler chemicals, gasoline, heavy lifting Motor vehicle accidents		3	3	3	27	Med			
	Set up or dismantle stage equipment, gym floor mats or tarps	Set up desks or chairs for exams or special events Heavy lifting, repetitive motions		2	4	3	24	Med	Mechanical aids carts and dollies available. Ask for assistance if required		
	Change filters and dust collectors	Confined spaces, possible exposure to asbestos, heights, climbing ladders		1	2	4	8	Low	Confined space training and procedures in place if applicable		

APPENDIX 7: Sample Custodian Hazard Assessment and Control Form

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SCHOOL OR WORK SITE: STAFF GROUP: Head Custodian or Custodian		JOB OR POSITION SUMMARY: Responsible for the care, cleaning and security of the building and grounds, safe operation and maintenance of heating and mechanical equipment and oversight of custodial staff functions in the building.	ASSESSMENT BY:	DATE COMPLETED:
STEP 5 Review and communicate assessment with applicable staff (list staff below and have staff initial document)				
STEP 6 Review assessment annually and update as necessary Review Dates				

1) Types of work include a description of the broad general nature of the work carried out (e.g. office work, classroom preparation, cleaning). Work-related activities would be the specific activities carried out within each type of work starting with an action verb (e.g. operating office equipment, using computers, planning lessons, vacuuming floors).	2) Hazards can be identified using several methods including personal experience or intuition, physical observations, task or job analysis or incident investigation.	3) Engineering Controls: Preferred method. Reduces exposure by removing or isolating hazard from worker. Examples are elimination, ventilation, substitution, redesign, guarding, enclosure, automation, mechanical aids.	4) Administrative Controls: Practices that reduce likelihood of exposure by altering the time or way a task is performed (e.g. training or education, safe work procedures, purchasing stds, supervision, signage, job rotation or scheduling, housekeeping etc.).	5) Personal Protective Equipment (PPE): Not to be used as primary control unless engineering or administrative controls are not feasible. Examples are safety glasses, safety footwear, gloves, respiratory protection, hearing protection.	6) Frequency of Exposure to Hazard: 1 = Less than once per month 2 = At least once per month 3 = At least once per week 4 = One or more times daily	7) Hazard Probability: Likelihood hazard will result in an incident causing harm. 1 = Not likely 2 = Remote: not likely but possible once every 5 to 20 years 3 = Occasional: likely to happen once every 1 to 5 years 4 = Probable: expected to happen one or more times per year	8) Potential Consequence: Severity of loss if hazardous event occurs. 1 = Negligible (no injury, first aid, limited property damage) 2 = Marginal (medical aid, minor injury or illness/no lost time) 3 = Critical (lost time injury, temporary disability) 4 = Catastrophic (serious injury or illness, permanent disability, death, extensive property damage)	9) Risk Classification: 1-9 = Low Risk: minimal controls 12-27 = Medium Risk: take scheduled action to minimize 32-64 = High Risk/"Critical Task": take immediate action to eliminate hazard or reduce degree of risk	10) Documents or procedures referenced in this template are available from Occupational Health and Safety, Personnel Support Services.
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APPENDIX 8: Sample Teacher Hazard Assessment and Control Form

1/6

SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."				ASSESSMENT BY:		DATE COMPLETED:				
STAFF GROUP: Teacher (Elementary)												
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4				
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls				
Type of Work	Related Tasks and Activities	Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place	Corrective Action	Comments
				1	2	3	6	Low		YES	NO	
Classroom Planning Preparation and Management	Update curriculum knowledge and establish program goals Establish classroom rules and routines Develop individual program plans for special needs students Research and develop lesson, unit and student growth plans	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial Use computers, Internet and curriculum resources. Prepare at home or work alone after school hours and on weekends Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed and positioned furniture and workstations Transport bags and boxes of materials from home, personal vehicles, storage rooms etc. by hand or using carts Potential for violent encounters with intruders if working alone or in isolated school locations Stress from changing work and grade assignments that may vary from year to year; integration of special needs children		1	2	3	6	Low	1. Take micro-breaks: alternate from standing to seated positions regularly 2. Working alone procedures for school staff (including security and door locking procedures), posting of parent and student expectations for behaviour 3. Employee Assistance Program (EAP) 4. Safe work practices for lifting and handling loads 5. Use mechanical aids (dolly) for transporting loads 6. Review ladder safety checklist 7. Basic Health and Safety Inspection Checklist 8. Artwork and teaching aids do not exceed 20% of wall or ceiling surface			
	Prepare classroom materials and unit displays	Type assignments, use computers, photocopiers, laminators, paper cutters, scissors, filing cabinets, step ladders, shelves etc. Falls from portable ladders or makeshift climbing aids, such as boxes, chairs, desks Strains and sprains from moving desks and chairs or transporting books from resource rooms Physical injury from unstable furniture or limited storage space and cluttered work areas Cuts and bruises from sharp edges on desks and cabinets, unstable shelving, AV equipment and unsecured and improperly stacked or protruding materials Fire hazards from student artwork, teaching aids and other combustible materials		2	3	3	18	Med				

APPENDIX 8: Sample Teacher Hazard Assessment and Control Form

2/6

SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."				ASSESSMENT BY:		DATE COMPLETED:								
STAFF GROUP: Teacher (Elementary)																
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4								
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls								
Type of Work	Related Tasks and Activities	Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Engineering Controls ³ Administrative Controls ⁴ Personal Protective Equipment ⁵	Corrective Action						
	Deliver lesson plans using variety of learning tools and resources	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial Use auditory, print and visual media, overhead projectors, chalkboards, whiteboards and computers Awkward postures, muscle strain and fatigue from using equipment and from prolonged standing and walking when assisting students Trips and falls from cords and extension cords Electrical hazards from cords and AV equipment Voice loss from repetitive use of voice Exposure to chalk dust, solvent markers, white-board cleaners, air contaminants and allergens from building materials and occupants and from cleaning and maintenance or renovation activities (e.g. asbestos and moulds, cleaning products, perfumes, propane exhaust emissions) Uncomfortable temperatures and humidity, odours, poor lighting and ventilation Potential exposure to communicable diseases (viruses, bacteria, lice etc.) and contact with pests (e.g. mice, ants, flies) Stress from large class sizes, limited space and resources, language barriers with students, parents and integration of special needs students where support systems may be limited Physical injury from unstable furniture or sharp edges or created by limited storage space and cluttered work areas Cuts and bruises from sharp edges on desks and cabinets, or unsecured, improperly stacked or protruding materials Physical or verbal abuse from students		4	4	3	48	High	Summary of Recommended Hazard Controls¹⁰ 9. Use of anti-fatigue matting or cushioning insoles 10. Electrical safety tips 11. FM Sound Systems for voice projection 12. Indoor air quality tips 13. Procedures for blood and body fluids 14. Flu immunization program 15. Promptly report all incidents of workplace violence	<table> <tr> <th>In Place</th> <th>Comments</th> </tr> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td></td> </tr> </table>	In Place	Comments	YES		NO	
In Place	Comments															
YES																
NO																
Routine Classroom and Teaching Instruction																

APPENDIX 8: Sample Teacher Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:	JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."	ASSESSMENT BY:	DATE COMPLETED:
STAFF GROUP: Teacher (Elementary)			

STEP 1 ¹		STEP 2 ²				STEP 3				STEP 4			
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls		Corrective Action			
Type of Work	Related Tasks and Activities	Environment, Tools, Equipment, People	Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial	A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place	Comments		
										YES	NO		
Physical Education	Demonstrate and supervise indoor and outdoor physical activities and spot students who are using equipment	Exposure to high noise levels from whistles, student activities	Potential for physical injury (e.g. bruises, lacerations, strains and sprains, back or overexertion injuries)	3	3	3	27	Med	16. Hearing protection 17. First Aid Training 18. See # 13 19. Safety Guidelines for Physical Activity in Alberta Schools (Nov. 2003)				
	Set up and take down and inspect various gym equipment	Strains and sprains from lifting, carrying, moving heavy and awkward gymnastics equipment, mats, benches, volleyball nets etc.	Physical injury from structural failure of wall-mounted equipment (e.g. backstops, climbing walls etc.)	1	3	3	9	Low	20. Anaphylaxis handbook for School Boards (Health Canada) 21. Sun Safety Procedures				
Music Programs	Set up equipment and instruments Set up risers for assemblies Clean recorders	Strains and sprains from moving pianos, lifting and carrying instruments and audio equipment etc. on and off shelves, moving tables and benches and risers Uneven floor surfaces, trips and falls on stairs and risers. Chemical exposure to products used to clean and sanitize instruments and mouthpieces		3	2	3	18	Med	22. See # 4 23. Store heavier instruments on shelves between knuckle and shoulder height 24. Material Safety Data Sheets for chemical products				
	Music instruction	Use rhythm instruments, recorders, piano Voice fatigue (singing, talking) Possible high noise exposure from instruments Muscle strain from repetitive hand and arm motions (e.g. conducting) and moving heavy instruments Awkward postures working with younger students on floor		4	2	4	32	Med	25. Noise testing and CSA approved hearing protection if levels exceed occupational exposure limits.				

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SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."					ASSESSMENT BY:		DATE COMPLETED:			
STAFF GROUP: Teacher (Elementary)		STEP 1 ¹		STEP 2 ²		STEP 3			STEP 4			
		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards			Identify and Implement Hazard Controls					
Type of Work	List Types of Work and Work-related Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial			A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place YES NO	Corrective Action Comments
Student Assessment	Mark tests and assignments Enter data into computer	Computers, prolonged sitting, working after hours and weekends at work or from home. Extensive reading, muscle and visual fatigue and strain Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed and positioned furniture and workstations Fatigue and stress from working extended hours and interruptions to family and personal time			3	2	2	12	Med	26. See # 1, 2, 3, 11		
	Prepare interim reports and report cards				1	3	3	9	Low			
Stakeholder Communication	Conduct student and parent conferences Liaise with social services, school counsellors, colleagues, counsellors, health care providers, ESHIP, etc.	Use telephones, e-mail, student agendas, interviews Potential verbal abuse, and threats of physical abuse Parents may call teachers after hours at their home numbers (angry or threatening calls)			3	2	3	18	Med	27. Non-violent crisis intervention training 28. See # 2, 3		
Other	Deliver minor first aid and medications	Possible contact with blood or body fluids, needles, epi-pens			2	1	4	8	Low	29. See Student Focused Medication Guidelines See # 13, 14		
	Provide extracurricular, coaching, volunteer clubs, special events (dances, choir, bingos, casinos) Pick up classroom supplies	Risk of physical injury from activities and equipment Motor vehicle accidents from use of personal and school vehicles to attend events or transport students Exposure to second-hand smoke, noise Stranded during inclement weather			1	2	4	8	Low	30. Defensive Driving		

APPENDIX 8: Sample Teacher Hazard Assessment and Control Form

5/6

SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."					ASSESSMENT BY:		DATE COMPLETED:			
STAFF GROUP: Teacher (Elementary)												
STEP 1 ¹		STEP 2 ²		STEP 3				STEP 4				
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards				Identify and Implement Hazard Controls				
Type of Work	Related Tasks and Activities	Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		A: Frequency of Exposure ⁵	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	In Place	Corrective Action	Comments
Other	Provide supervision outdoors, in lunchroom, before or after school activities, field trips	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial		3	2	3	18	Med	31. Bulletin Microwave Safety	YES	NO	
	Entering or leaving the building, unlocking doors turning building security systems off and on	Temperature extremes, sun exposure, insects, trips and falls from slippery or uneven surfaces, burns from microwave ovens		4	4	4	64	High	32. See # 2, 27			
	Assist with setting up assemblies and special events	Potential for violent encounters with people or animals Slips and falls on snow and ice or uneven surfaces Parking stalls located far away from entrance		2	2	3	12	Med	33. See # 4, 5			
	Discipline students or restrain violent students	Lifting and carrying, pushing and pulling heavy stage equipment, chairs, pianos, screens Awkward postures, strains and sprains, foot hazards, wooden splinters		4	3	4	48	High	34. See #2, 13, 27			
	Collection and retention of cash from students for field trips, special fees etc.	Verbal abuse and physical injury, violent students or parents (hit, kicked, bitten) Possible contact with blood or body fluids Risk of robbery		2	1	4	16	Med	35. Robbery prevention procedures (see Working Alone Compliance Guideline)			

APPENDIX 8: Sample Teacher Hazard Assessment and Control Form

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SCHOOL OR WORK SITE:	JOB OR POSITION SUMMARY: Education of students following the "Guide to Education" and "Teaching Quality Standard."	ASSESSMENT BY:	DATE COMPLETED:
STAFF GROUP: Teacher (Elementary)			

STEP 5 Review and communicate assessment with applicable staff (list staff below and have staff initial document)		1) Types of work include a description of the broad general nature of the work carried out (e.g. office work, classroom preparation, cleaning). Work-related activities would be the specific activities carried out within each type of work starting with an action verb (e.g. operating office equipment, using computers, planning lessons, vacuuming floors). 2) Hazards can be identified using several methods including personal experience or intuition, physical observations, task or job analysis or incident investigation. 3) Engineering Controls: Preferred method. Reduces exposure by removing or isolating hazard from worker. Examples are elimination, ventilation, substitution, redesign, guarding, enclosure, automation, mechanical aids. 4) Administrative Controls: Practices that reduce likelihood of exposure by altering the time or way a task is performed (e.g. training or education, safe work procedures, purchasing stds, supervision, signage, job rotation or scheduling, housekeeping etc.). 5) Personal Protective Equipment (PPE): Not to be used as primary control unless engineering or administrative controls are not feasible. Examples are safety glasses, safety footwear, gloves, respiratory protection, hearing protection. 6) Frequency of Exposure to Hazard: 1 = Less than once per month 2 = At least once per month 3 = At least once per week 4 = One or more times daily 7) Hazard Probability: Likelihood hazard will result in an incident causing harm. 1 = Not likely 2 = Remote: not likely but possible once every 5 to 20 years 3 = Occasional: likely to happen once every 1 to 5 years 4 = Probable: expected to happen one or more times per year 8) Potential Consequence: Severity of loss if hazardous event occurs. 1 = Negligible (no injury, first aid, limited property damage) 2 = Marginal (medical aid, minor injury or illness/no lost time) 3 = Critical (lost time injury, temporary disability) 4 = Catastrophic (serious injury or illness, permanent disability, death, extensive property damage) 9) Risk Classification: 1-9 = Low Risk: minimal controls 12-27 = Medium Risk: take scheduled action to minimize 32-64 = High Risk/"Critical Task": take immediate action to eliminate hazard or reduce degree of risk 10) Documents or procedures referenced in this template are available from Occupational Health and Safety, Personnel Support Services.
STEP 6 Review assessment annually and update as necessary Review Dates		

APPENDIX 9: Hazard Assessment and Control Form

SCHOOL OR WORK SITE:		JOB OR POSITION SUMMARY:		ASSESSMENT BY:		DATE COMPLETED:	
STAFF GROUP:							

STEP 1 ¹		STEP 2 ²					STEP 3					STEP 4		
List Types of Work and Work-related Activities		Identify Existing or Potential Hazard Sources or Types		Assess Risk and Prioritize Hazards					Identify and Implement Hazard Controls					
Type of Work	Related Tasks or Activities	Environment, Tools, Equipment, People Hazard Types: Physical, Chemical, Biological, Ergonomic, Psychosocial	A: Frequency of Exposure ⁶	B: Hazard Probability ⁷	C: Potential Consequence ⁸	Risk Level: A x B x C	Risk Priority ⁹	Summary of Recommended Hazard Controls ¹⁰	Corrective Action		Comments			
									In Place					
									YES	NO				

APPENDIX 10: Sample Hazard Report Form

Position school board logo here	SCHOOL OR WORK SITE:	
	ADDRESS/CITY/POSTAL CODE:	
	CONTACT NAME/NUMBER:	

LOCATION OF HAZARD:

NAME:	DATE:
-------	-------

EQUIPMENT:

Description of hazard:

Suggested corrective action:

SIGNATURE OF WORKER:

Supervisor's remarks:

Corrective action taken:

SUPERVISOR NAME/SIGNATURE:	DATE:
----------------------------	-------

APPENDIX 11: Sample Employee Health and Safety Orientation Checklist

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

NAME:	DATE:
POSITION:	LOCATION:

ORIENTATION ELEMENTS	Completed	Initials	
Health and Safety Policy	☐		
Roles and Responsibilities	☐		
General Rules	☐		
Job Specific Hazards	☐		
Health and Safety Training	☐		
Inspections/Audits	☐		
Refusal of Unsafe Work	☐		
Incident Reporting and Investigations	☐		
Emergency Response Process	☐		

ADDITIONAL INFORMATION	Completed	Initials	
Emergency Contact Information	☐		
Location of PPE	☐		
Location of First Aid and Emergency Supplies	☐		

Questions:
Comments:
Notes:

SUPERVISOR NAME/SIGNATURE:	DATE:
WORKER NAME/SIGNATURE:	DATE:
DATE FOR ORIENTATION FOLLOW-UP:	

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

LOCATION:

INSPECTED BY (STAFF):

DATE:

INSPECTED ITEMS
Priority Index: 1. Imminent Danger 2. Serious 3. Minor 4. Acceptable 5. Not Applicable (N/A)

SECTION A – Slipping, Tripping and Falling	Yes/No	Priority	Comment
Are hallways and classrooms free of obstructions to pedestrians?			
Are classroom aisles free from debris and obstruction?			
Are cords (phone/electrical) secured out of aisles, work areas?			
Are there any spills that require cleaning?			
Are stepladders available for staff to use to reach and hang decorations?			
Are stepladders in good condition?			
SECTION B – Falling Objects	Yes/No	Priority	Comment
Are materials in classrooms stacked so that they cannot fall to a lower level?			
Are shelves and cabinets free of overload?			
SECTION C – Electrical	Yes/No	Priority	Comment
Is there insulation on electrical cords?			
Are appropriate plugs equipped with grounding prongs?			
Are covers and cover plates in place?			
Are equipment and lights free of loose connections?			
Are electrical panels labelled and shut?			
Are outlets free of overloads?			

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

LOCATION:

INSPECTED BY (STAFF):

DATE:

INSPECTED ITEMS
Priority Index: 1. Imminent Danger 2. Serious 3. Minor 4. Acceptable 5. Not Applicable (N/A)

SECTION D – Fire Prevention	Yes/No	Priority	Comment
Are flammable liquids in approved containers if present?			
Is waste disposed of properly?			
Is equipment shut off at the end of the day?			
Do employees know evacuation procedures?			
Are all exit signs visible from your door illuminated?			
If there are personal space heaters, electric hot plates or coffee makers, are they clear of flammable or combustible material and from contact with people?			
SECTION E – First Aid and Emergency Response	Yes/No	Priority	Comment
Are you aware of Emergency Response Plan?			
Do you know where the first aid kits are located?			
Do you know where the eyewash stations are located?			
Are emergency equipment and exits free of obstruction?			
SECTION F – Miscellaneous	Yes/No	Priority	Comment
Is the classroom void of abrasion hazards such as sharp edges or corners of furniture or wall mounted fixtures?			
Are the aisles free of any blind corners?			
Is adequate light available?			
Are computer screens/consoles positioned properly (no glare)?			
Are computer stations equipped with wrist rests?			
Do staff know where to access the Health and Safety policy?			
Are there other concerns with your general working environment?			

APPENDIX 12: Sample Inspection Checklist

3/3

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

LOCATION:	
INSPECTED BY (STAFF):	DATE:

CORRECTIVE ACTION SUMMARY (TO BE COMPLETED BY ADMIN)

Description of Deficiency	Corrective Action	Responsible Person	Due Date	Completion Date

MANAGEMENT REVIEW AND SIGN OFF

NAME:	TITLE:
SIGNATURE:	DATE:

	SCHOOL OR WORK SITE:	
	ADDRESS/CITY/POSTAL CODE:	
	CONTACT NAME/NUMBER:	

LOCATION OF INCIDENT:	
NAME OF WORKER:	DATE OF INCIDENT:
POSITION:	TIME OF INCIDENT:
PHONE:	DATE REPORTED:

Witnesses? YES ☐ NO ☐

If YES, list and submit witness statements:

Type of incident:

Near Miss ☐	Property Damage ☐	Environmental/Spill ☐
Injury (First Aid, Medical Aid, Lost Time) ☐	Other ☐	

Was there an injury? YES ☐ NO ☐

If YES, describe (type and location) and submit First Aid Report and WCB forms:

Description of incident (including events leading up to incident):

Immediate action taken:

Suggestions to prevent recurrence:

SIGNATURE:	DATE:
MANAGER/PRINCIPAL NAME/SIGNATURE:	DATE:

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Draw out the Incident Scene. Be sure to include the locations of all witnesses, equipment, machinery, buildings, etc. in relation to the incident site.

[illegible]

Please describe the details of your drawing.

Position school board logo here	SCHOOL OR WORK SITE:	
	ADDRESS/CITY/POSTAL CODE:	
	CONTACT NAME/NUMBER:	

LOCATION OF INCIDENT:

NAME OF WORKER:	DATE OF INCIDENT:
POSITION:	TIME OF INCIDENT:
PHONE:	DATE REPORTED:

Witnesses? YES ☐ NO ☐

If YES, list and submit witness statements:

Type of incident:

Near Miss ☐	Property Damage ☐	Environmental/Spill ☐
Injury (First Aid, Medical Aid, Lost Time) ☐	Other ☐	

Was there an injury? YES ☐ NO ☐

Injured worker's name, position and experience:

Describe (type and part/location of injury) and attach First Aid Report and WCB forms:

Description of of incident (including events leading up to incident):

Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

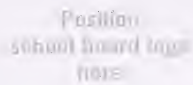
Direct or immediate causes (Substandard Acts or Conditions):

Indirect or underlying causes (Personal or Work Factors):

Immediate action taken:

Recommended corrective measures:	By Whom	Completion Date

Investigated by:	SIGNATURE:	DATE:
COMMENTS:		
Reviewed by:	SIGNATURE:	DATE:
COMMENTS:		
Status: COMPLETE ☐ MONITOR ☐ REQUIRES FURTHER INVESTIGATION ☐		

	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

NAME OF WITNESS:	DATE OF INCIDENT:
POSITION:	CONTACT INFORMATION:

Please state in your own words what happened.

SIGNATURE:		DATE:
------------	--	-------

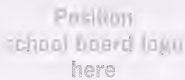
Position school board logo here	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Draw out the Incident Scene. Be sure to include the locations of all witnesses, equipment, machinery, buildings, etc. in relation to the incident site.

This image shows a full page of blank graph paper. The background is white, and it is covered by a uniform grid of thin, light gray lines. These lines intersect at right angles to form a series of small, identical squares across the entire surface. There are no margins, text, or other markings on the paper.

Please describe the details of your drawing.

APPENDIX 16: Sample First Aid Report Form

	SCHOOL OR WORK SITE:
	ADDRESS/CITY/POSTAL CODE:
	CONTACT NAME/NUMBER:

Employee Information

LAST NAME:	FIRST NAME:
WORKSITE:	DEPT. NAME:
	DEPT. PHONE:

Employee Incident/Injury Information (to be completed by the employee)

Date incident/injury occurred:	Year: _____	Month: _____	Day: _____	Time: _____	AM or PM: _____
Date reported to supervisor:	Year: _____	Month: _____	Day: _____	Time: _____	AM or PM: _____
Description of injury or illness:					
Location where the injury or illness occurred or began:					
Cause of the injury or illness:					

First Aid Treatment Information (to be completed by the First Aid Provider)

Was first aid treatment provided?			YES ☐	NO ☐	If YES, complete the following
Description of First Aid Treatment provided:					
First Aid Provider #1:	SIGNATURE:		DATE:		
Qualifications:	Emergency First Aid ☐	Standard First Aid ☐	Advanced First Aid ☐		
First Aid Provider #2:	SIGNATURE:		DATE:		
Qualifications:	Emergency First Aid ☐	Standard First Aid ☐	Advanced First Aid ☐		
First Aid Provider #3:	SIGNATURE:		DATE:		
Qualifications:	Emergency First Aid ☐	Standard First Aid ☐	Advanced First Aid ☐		

This record must be kept in the employee's file for a minimum of three years from the date of the injury or illness.

Employer's Report

MARCH 2008

of Injury or Occupational Disease

Important Information

How soon should you report injuries to WCB?

- As soon as possible. Research shows the longer the delay in reporting and managing an injury, the higher the claim costs. If you fail to report an injury within 72 hours after receiving notice or knowledge of the injury, you may be penalized up to \$25,000.
- Complete and send the attached *Employer's Report* to WCB or if you are a current *eLink* user report online at www.wcb.ab.ca.
- Provide a copy of the first aid record to your employee.

What injuries should you report to WCB?

- Work-related injuries that cause (or are likely to cause) your employee to be off work beyond the day of the injury.
- Injuries that require modified work beyond the day of the injury.
- Injuries that require medical treatment beyond first aid (e.g., physical therapy, prescription medications, chiropractic).
- Injuries that may result in a permanent disability (e.g., amputations, hearing loss).

What if I have additional information or concerns?

- Send us a letter to help us make a decision about the claim. Check the box in number 4 of the form indicating you have attached a letter. Include names, telephone numbers, and statements of any witnesses.

Important: If you send a letter, please include your employee's name and Social Insurance Number, your company's name, and your signature.

To report an injury

Electronic: Visit *eLink Online Services for Employers* at www.wcb.ab.ca. Request access online or, if you are a current user, log on to our secure connection with your user ID and password.

Fax: 780-427-5863 (Edmonton) or 1-800-661-1993
If you fax the report, do not send another copy by mail.

Phone: 780-498-3999
8 a.m. - 4:30 p.m. Monday through Friday

Mail to: WCB, PO Box 2415
Edmonton AB T5J 2S5

Any questions?

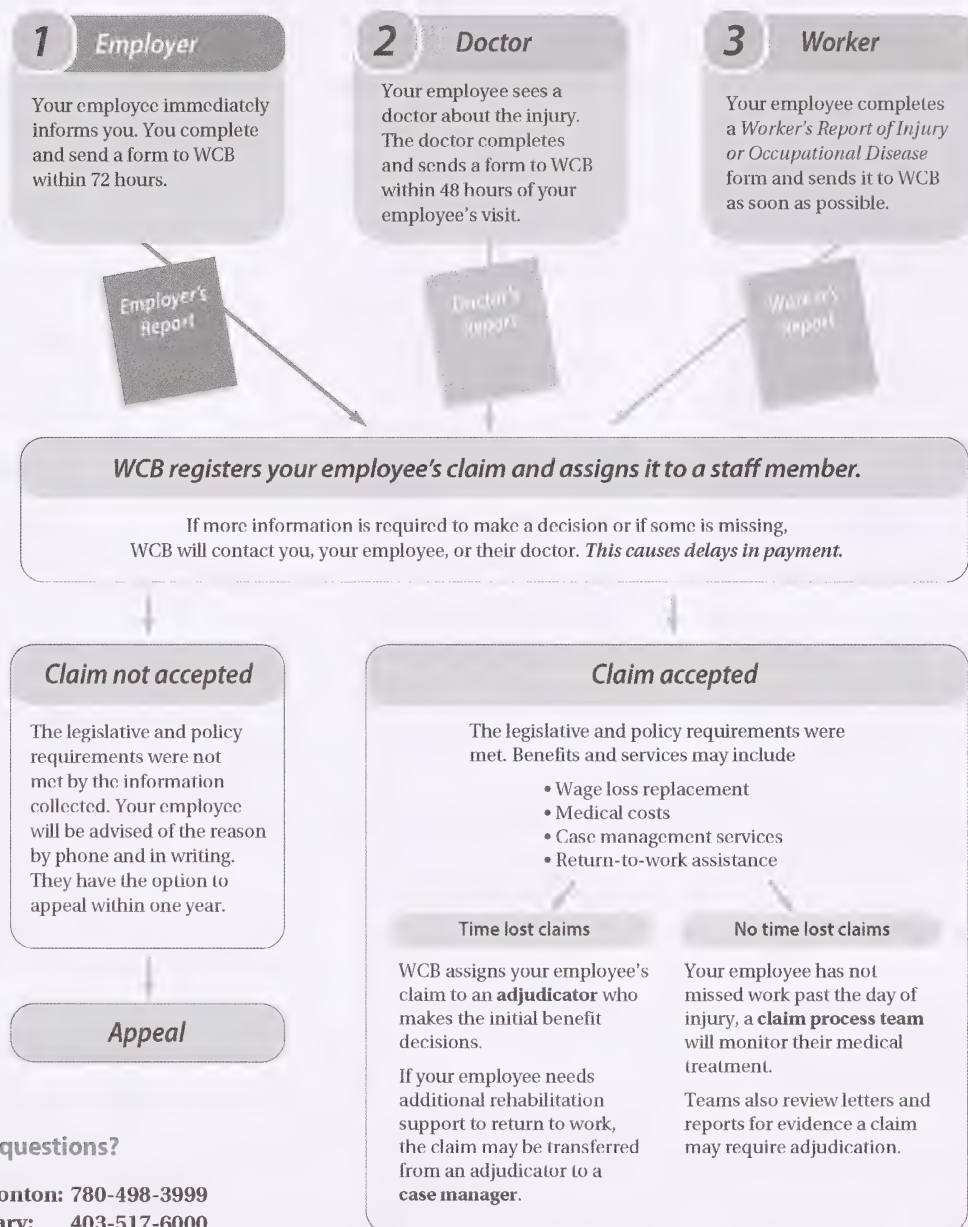
Edmonton: 780-498-3999
Calgary: 403-517-6000
Toll Free in Alberta: 1-866-922-9221
Toll Free outside Alberta: 1-800-661-9608



Workers'
Compensation
Board

Alberta

What happens when your employee is injured at work?



Any questions?

Edmonton: 780-498-3999

Calgary: 403-517-6000

Toll Free: 1-866-922-9221



Workers'
Compensation
Board

Alberta

Employer's Report Instructions

The numbers refer to question numbers on the form that may require additional explanation.

If you are unclear or need assistance completing this form, call 780-498-3999.

Claim Number

Please provide the seven digit claim number if available.

Claim Type

Time Lost (TL)

Check this box if your employee is off work past the day of the injury. (Complete both pages of the form.)

Modified Work

Check this box if your employee's duties have changed because of the injury. Modified work includes a change in duties, job, hours, or amount of work. If your employee is on modified work beyond the day of the accident, the injury must be reported to WCB even if there is no time lost or loss of earnings. (Complete both pages of the form.)

No Time Lost (NTL)

Check this box if your employee will not miss work beyond the day of the injury. (Complete the first page only of the form.)

Worker Information

Please provide as much information as possible.

Employer Information

Employer contact

Provide the contact name and number of the person in your company managing your employee's claim and return to work.

Injury or Occupational Disease Information

1 Date & time of injury

If the injury/condition or occupational disease developed over a period of time, indicate the date you first became aware of the injury.

2 When was someone notified of the injury?

Name the person, position and contact information.

3 Location of accident

This information may be needed to determine:

- whether your employee was performing duties in the course of employment, OR
- whether the injury occurred due to the negligence of another party.

Provide a street address, if possible, indicate the location (e.g., 25 km east of Edmonton on Highway 16, an oil rig site). If it is a motor vehicle accident, include the direction of travel.

4 Describe what happened to cause the injury

Include typical actions and how often they are repeated on the job (e.g., twisting, typing, pushing, and pulling). If there is any lifting, indicate the weight.

If you need more space than the area provided, please attach a letter.

Example:

Bob walked into our walk-in cooler to get a 50 lb. sack of potatoes. He bent down and picked up the sack, turned to his right to leave. He felt a pull in his lower back and dropped the potatoes on his right foot, also injuring his right foot.

Call the customer contact centre 780-498-3999 or 1-866-922-9221 if you are reporting one of the following:

1. Repetitive strain injury

For example, a typist developed tendonitis in the wrist as a result of job duties. Describe fully what job duties are done each day. Include the time spent at each task.

2. Occupational disease

Describe hearing loss, respiratory problems, etc. due to prolonged exposure to gas, chemicals, loud noises, etc.

3. Motor vehicle accident

Send us a copy of the police report, when available.

8 Physical Demands of the job

Sedentary

- Lifting 10 lbs maximum
- Occasional lifting/carrying
- Primarily sitting, with occasional walking/standing

Light

- Lifting 20 lbs maximum
- Frequent lifting/carrying up to 10 lbs
- May require walking/standing to a significant degree
- May involve sitting with pushing and pulling of arm and/or leg controls

Medium

- Lifting 50 lbs maximum
- Frequent lifting/carrying up to 20 lbs
- May involve sitting with pushing and pulling of arm and/or leg controls

Heavy

- Lifting 100 lbs maximum
- Frequent lifting/carrying up to 50 lbs

Very Heavy

- Occasional lifting in excess of 100 lbs
- Frequent lifting/carrying excess of 50 lbs

Reference: The Canadian Classification and Dictionary of Occupations

Page 2 of form

Please fill in your employee's name, Social Insurance Number, and date of birth at the top of the second page in case the pages get separated.

Time Lost/Return to Work Information

- 10** Please fill out all of the information that applies.

Type of Employment

- 11** Complete one of the following A or B or C
- **Complete A** if your employee works for you 12 months per year.
 - **Complete B** if your employee works only part of the year, even though you may call him/her back to work each year. To correctly set the amount of compensation, we need to know the total number of days or months per year you would employ someone doing the same job as the injured employee, even if the work period starts and ends several times.
 - **Complete C** if the injured person is a contractor, subcontractor, or does piecework. They must send detailed income and expense information.

Wage Information

- 12** b. Additional taxable benefits

Vacation and statutory holiday pay

Please indicate if your employee is paid holiday and stat pay as an additional percentage on their paycheck (therefore must take these days off without pay) or, these days are included as days off with pay.

Shift premiums

Complete if your employee receives pay in addition to the regular rate of pay (e.g., 50¢ paid per hour for night shift). If your employee receives more than one shift premium (e.g., night premium, weekend premium), complete both shift premium boxes. Attach a list if you have three or more shift premiums.

Regular overtime

Complete only if your employee works regular overtime throughout the year.

Other

Use this if your employee gets any other taxable benefits (e.g., permanent accommodation, company car, northern living allowance).

- 13** a. Gross earnings

Provide the gross earnings for your employee for the one year period prior to the injury (less if they have not worked a full year).

Example:

Your employee was injured on June 4, 2007. Provide gross earnings for the period June 4, 2006 to June 3, 2007. A T4 slip for the previous year is not sufficient. If employment lasts less than one year or worked on a seasonal or casual basis, provide the total gross earnings for the entire period worked prior to the injury.

b. Time missed from work without pay

These are periods your employee missed because of work shutdown, maternity leave, or sick leave without pay. Do not include vacation periods.

Hours of Work

- 14** a. Number of Hours

Indicate the regular hours of work, not including overtime periods.

b. Does work schedule repeat?

If No:

Report the average number of hours worked per week during the year prior to the injury. DO NOT COMPLETE THE WORK SCHEDULE.

If Yes:

Mark the number of hours worked per day in each of the boxes. Put zero for days off. Explain any codes you use in the boxes (for example, N=night, W=weekends, D=days, E=evenings). We need to know at what point in this work schedule your employee was injured to determine the compensation to pay.

See example below.

OR:

If the work schedule longer than 21 calendar days, attach a copy of the schedule. Circle the day on this work schedule that your employee was injured.

Example: Your employee worked 8-hour days in the first week and 8-hour nights in the second and third weeks. Your employee was injured on the Wednesday of the second week and was off work for 2 days (Thursday and Friday). Your employee would be paid WCB benefits for 2 days.

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Hours per day:	8D	8D	8D	8D	0	0	0
Hours per day:	8N	8N	8N	8N	8N	8N	0
Hours per day:	8N	8N	8N	8N	8N	0	0

Important: Circle the day in the work schedule your employee was injured.

EMPLOYER'S REPORT

Page 2 of 2

Worker's Last Name:	Worker's First Name:	Initial:
Social Insurance #:	Date of Birth:	(Year / Month / Day)

Lost Time/Return to Work Information

10 a. Date and time worker first missed work: (Year / Month / Day) Time: a.m. p.m.

b. Will/did you pay the worker while off work? ☐ Yes ☐ No

If yes, will/did you pay: ☐ Pre-accident rate of pay and hours of work ☐ Other Rate: \$ per, or Number of hours: per, or gross amount: \$

For the period from: (Year / Month / Day) to (Year / Month / Day)

c. If the worker has returned to work indicate date: (Year / Month / Day) Time: a.m. p.m.

Check: ☐ Regular work duties, or ☐ Modified work duties ☐ Regular hours of work, or ☐ Modified hours of work hrs per

☐ Pre-accident rate of pay, or ☐ Revised rate of pay \$ per

d. If the worker is not back at work are you able to modify work duties/hours to accommodate an early return? ☐ Yes ☐ No ☐ Was offered but the worker declined

Type of Employment (Complete A or B or C)

11 **A** ☐ Permanent position employed 12 months of the year: ☐ Full-time ☐ Part-time

or **B** ☐ Non-permanent position employed only part of the year (subject to seasonal or lack of work layoffs):

☐ Seasonal worker ☐ Temporary position ☐ Casual as needed ☐ Volunteer ☐ Summer student

Had this injury not occurred the worker's last day of employment would have been: (Year / Month / Day) ☐ Estimated or ☐ Actual

How many months or days per year do you employ people in this position?

or **C** Special employment circumstance: ☐ Contractor/sub contractor ☐ Vehicle owner/operator ☐ Welder owner/operator ☐ Commission

☐ Piece work ☐ Other/self-employed

Does the worker incur expenses to perform the work (materials, tools, etc.)? ☐ Yes ☐ No Will the worker receive a T4? ☐ Yes ☐ No

Note: If you have checked any box in 11C, have the worker submit a detailed income and expense statement.

Wage Information

Date the worker was hired: (Year / Month / Day)

12 a. Worker's rate of pay at time of accident: \$ Hourly ☐ Weekly ☐ Bi-weekly ☐ Semi-monthly ☐ Monthly ☐ Other: ☐

b. Additional taxable benefits:

Vacation Pay ☐ Included in rate of pay %: OR ☐ Taken as time off with pay

Stat Holiday Pay ☐ Included in rate of pay %: OR ☐ Taken as time off with pay

Shift Premium # 1 ☐ Amount: \$ → Paid per:

Shift Premium # 2 ☐ Amount: \$ → Paid per:

Regular Overtime ☐ Rate: \$ → Number of hours: per ☐ Week ☐ Month ☐ Shift cycle

Other ☐ Explain: → Amount: per ☐ Week ☐ Month ☐ Shift cycle

13 a. Gross earnings for the period of one year or date the worker was hired if less than one year: \$ from: (Year / Month / Day) to: (Year / Month / Day)

(12 months or less prior) (date of injury)

b. Was any time missed from work **without pay** during the above period, excluding vacation? (eg. maternity, sick, work shutdown, WCB benefits) ☐ Yes ☐ No

If yes, number of days: Reason:

Hours of Work

14 a. Number of hours (not including overtime): per ☐ Day ☐ Week ☐ Shift cycle ☐ Other:

b. Does the work schedule repeat? ☐ No ☐ Yes → Mark hours worked for one complete work schedule (use zero for days off):

Average hours worked per week: ↓

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Hours per day:							
Hours per day:							
Hours per day:							

c. Date shift cycle commenced: (Year / Month / Day)

IMPORTANT: Circle day of injury. See instructions

or If the worker's schedule is more than 21 days, attach a copy of schedule.

Earnings Information Contact (please print):

Phone Number:



C 0 4 0

C-040 REV MAR 2008



**Workers'
Compensation
Board**

Alberta

P.O. BOX 2415
EDMONTON AB
T5J 2S5

Phone 780-498-3999 (in Edmonton)
1-866-WCB-WCB1 (922-9221) (toll free in Alberta)
Fax (780) 427-5863 or 1-800-661-1993

WORKER'S REPORT of Injury or Occupational Disease

Claim Number

Worker Information

Will you be off work past the day of injury? ☐ Yes ☐ No

Modified duties? ☐ Yes ☐ No

Last Name		First Name		Initial	
Apt#	Address		Social Insurance #		
City	Province		Prov. Health Care #		Prov.
Postal Code		Home Telephone		Date of Birth (Year / Month / Day)	Sex: ☐ M ☐ F
Occupation and Job Title at time of injury			Self employed? ☐ Yes ☐ No		
			If yes, account #		

Employer Information

Employer Name or Government Dept.			
Address		Fax	
City	Province	Postal Code	Telephone

Injury or Occupational Disease Information

- Date and time of injury (Year / Month / Day) Time ☐ am ☐ pm OR Did this condition develop over a period of time? ☐
Hours of employment on the day of accident: From To
- When did you report the injury to your employer? (Year / Month / Day) Supervisor's Name
- To whom did you report the injury? Name Title Telephone
If not reported immediately, give the reason.
- Did the injury occur on your employer's premises? ☐ Yes ☐ No Did the injury occur in Alberta? ☐ Yes ☐ No
Location where accident happened (address or general location.)
- Was the work you were doing for the purpose of your employer's business? ☐ Yes ☐ No If yes, was it part of your usual work? ☐ Yes ☐ No
- What part of your body was injured? ☐ Left side ☐ Right side
- What type of injury is this? (sprain, strain, bruise, etc.)

Circle part injured:
Please check: ☐ Front ☐ Back

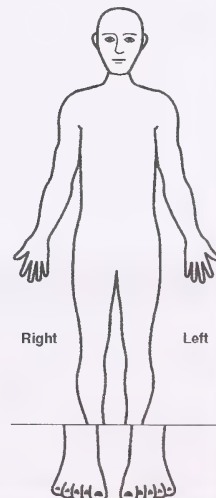
8 Describe fully what happened to cause this injury or disease. Describe what you were doing and include any tools, equipment, materials, etc. you were using. State any gas, chemicals or extreme temperatures you have been exposed to.

If you have any other information or a list of witnesses, attach a letter. Letter attached? ☐ Yes
Add separate page for more description.

9 Have you had a similar injury before? ☐ Yes ☐ No If yes, attach a letter with details.

10 Have you reported or claimed this injury to another WCB? ☐ Yes ☐ No If yes, which Province or Territory?

Name and address of treating Dr./Hospital



C 0 6 0 REV JAN 2005

If your injury is the result of a motor vehicle accident complete the Motor Vehicle Accident Report (L-054).

Complete all three pages and sign the form before sending.

APPENDIX 18: Sample WCB Worker's Report Form

2/3

WORKER'S REPORT

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Your Last Name	First Name	Initial
Social Insurance #	Date of Birth	(Year / Month / Day)

Lost Time / Return to Work Information

11 a. Date and time you first missed work (Year / Month / Day) Hour ☐ am ☐ pm

b. If you have returned to work, indicate the date (Year / Month / Day) and time ☐ am ☐ pm ☐ regular work or ☐ modified work

c. If you have not returned to work give the expected return to work date (Year / Month / Day) d. Date you were hired (Year / Month / Day)

e. Is there any other work you can do until you are medically fit to return to your regular job? ☐ Yes ☐ No

Who can we call? Telephone

f. Will your employer pay you for the time you missed work? ☐ Yes ☐ No Provide the exact gross amount \$ per

Type of Employment

FILL IN A OR B OR C

Telephone

12 **A** ☐ Permanent full time ☐ Permanent part time

B ☐ Seasonal work ☐ Summer student ☐ Irregular / casual ☐ Temporary

Had this injury not happened, what would have been your last day of employment? ☐ Estimated or ☐ Actual (Year / Month / Day)

With this employer how many months per year would this job last?

Did you have any other earnings or income from any other employers during the last 12 months? ☐ Yes • Please attach copies of pay stubs and/or T4 slips

C ☐ Sub Contractor ☐ Piece work ☐ Vehicle Owner/Operator ☐ Welder Owner/Operator ☐ Apprentice

☐ Other or Self Employment – Explain

Note: If you checked any box in 12C, please submit a detailed income and expense statement for the year prior to your date of accident.

Wage Information

13 a. Your rate of pay \$ ☐ hourly ☐ weekly ☐ bi-weekly ☐ monthly ☐ other

b. Additional taxable benefits

Vacation / Stat holiday Pay ☐ % → ☐ Taken as time off with pay ☐ Paid on regular basis

Shift Premium #1 ☐ Amount → Paid per

Shift Premium #2 ☐ Amount → Paid per

Regular Overtime ☐ Rate → Number of hours per ☐ week ☐ month ☐ shift cycle

Other ☐ Explain → Amount per ☐ week ☐ month ☐ shift cycle

c. Do you have a second job? ☐ Yes ☐ No If yes – Employer's Name Telephone

(Second employer may be contacted.)

d. Did you miss time from this job? If yes, please provide earning information and time missed details:

☐ Yes ☐ No

Hours of Work

14 a. Number of hours per ☐ day ☐ week ☐ shift cycle ☐ other

b. Does the work schedule repeat? ☐ Yes → Mark hours worked for one complete work schedule (use zero for days off)

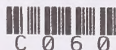
☐ No → Report average hours worked per week

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Hrs per day							
Hrs per day							
Hrs per day							

c. Date shift cycle commenced (Year / Month / Day)

OR if your schedule is more than 21 days, attach a copy of the schedule. Circle the day the injury occurred on this schedule.

IMPORTANT
Circle day of injury.
See instructions



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Complete all three pages and sign the form before sending.

APPENDIX 18: Sample WCB Worker's Report Form

WORKER'S REPORT

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Your Last Name	First Name	Initial
Social Insurance #	Date of Birth	(Year / Month / Day)

Declaration and Consent

I declare that the information in my 'Worker's Report of Injury or Occupational Disease' to the Workers' Compensation Board (WCB) is true and correct. I understand that:

- If I am collecting any benefits, it is my obligation to inform the WCB immediately if I return to work of any kind, become capable of working or if there is any other change in my employment status. Work includes but is not limited to any activity in which labour or services are provided, whether or not payment of any kind is received.
- Criminal prosecution may result from any attempt on my part to collect benefits by providing false information, failing to provide information regarding my ability to work, or other fraudulent means.
- My employer may request a review or appeal of any decisions made on my claim and may therefore examine my claim file. My claim file may also be examined by anyone with a direct interest, as determined by the WCB, or a person or company I have authorized to review my claim file. (To provide authorization, use the 'Worker's Information Release' form in this booklet).
- My social insurance number may be used for reporting to Canada Customs and Revenue Agency.

I consent to WCB collecting any information that it considers relevant to determine benefit entitlement, including information pre-dating my accident, from any source including physicians, other health care providers, employer(s) and vocational rehabilitation service providers. This information is collected to determine my entitlement to compensation under the *Workers' Compensation Act*.

(Year / Month / Day)

Date

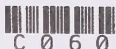
Name (please print)

Signature

Signing the above consent enables the Workers' Compensation Board to process your claim.

NOTE: The information required in the Worker's Report is collected under the authority of sections 32 and 36 of the *Workers' Compensation Act* for the purpose of determining entitlement to compensation and for determining employers' premium rates. Questions can be directed to the Customer Contact Centre as noted on the front of this form and on the back of the Worker Handbook. The information provided to the Workers' Compensation Board is protected by the provisions of the *Freedom of Information and Protection of Privacy Act*.

This report form is part of a booklet of information intended to help workers with completing the necessary WCB forms and understanding the process.



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1917

1917

Report of the Director of the Bureau of Plant Industry, United States Department of Agriculture, for the year 1917.

Washington, D. C., 1917.

The Bureau of Plant Industry, United States Department of Agriculture, has the honor to acknowledge the receipt of the report of the Director of the Bureau of Plant Industry, United States Department of Agriculture, for the year 1917. The report is a valuable contribution to the knowledge of the plant industry of the United States, and is a most interesting and instructive work. It contains a detailed account of the work of the Bureau during the year, and is a most valuable source of information for those interested in the plant industry of the United States. The report is a most valuable contribution to the knowledge of the plant industry of the United States, and is a most interesting and instructive work. It contains a detailed account of the work of the Bureau during the year, and is a most valuable source of information for those interested in the plant industry of the United States.

Very respectfully,
Director of the Bureau of Plant Industry, United States Department of Agriculture.

Report of the Director of the Bureau of Plant Industry, United States Department of Agriculture, for the year 1917. The report is a valuable contribution to the knowledge of the plant industry of the United States, and is a most interesting and instructive work. It contains a detailed account of the work of the Bureau during the year, and is a most valuable source of information for those interested in the plant industry of the United States.